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ABSTRACT

This 1999-2000 report of student performance in writing provides information on student performance on the North Carolina Writing Assessment at Grades 4, 7, and 10. Noting that the annual writing assessment, a component of the North Carolina Testing Program, is also a component of the ABCs Accountability Program at Grades 4 and 7 and at Grade 10 in the Index Model and the Performance Composite of the ABCs, the report states that this inclusion in the ABCs ensures that writing as a basic skill is emphasized in every classroom. The report provides information about the level of student performance in the area of writing based on results from the annual on-demand writing sample. The report was generated using aggregate student data from North Carolina public schools, including charter schools. The report is divided into Part I, North Carolina Writing Assessment, Grades 4 and 7, and Part II, North Carolina Test of English II, Grade 10. Extensive lists of tables and figures are included. Appendixes are: Student Report Form, Grade 4; Student Report Form, Grade 7; and List of Charter Schools. (NKA)

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North Carolina
Testing Program

Report of Student Performance in Writing

1999 - 2000

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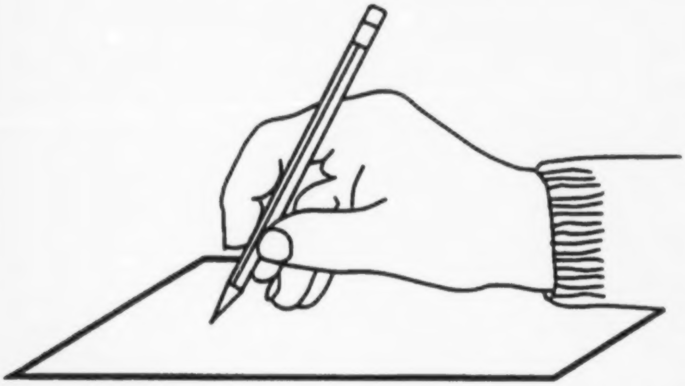

Grades 4, 7, and 10

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Report of Student Performance in Writing

Grades 4, 7, and 10

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Introduction

The 1999-00 Report of Student Performance in Writing provides information on student performance on the North Carolina Writing Assessment at grades 4, 7, and 10 (English II). The annual writing assessment, a component of the North Carolina Testing Program, is also a component of the ABCs Accountability Program at grades 4 and 7 (growth and performance composites) for the 1999-00 school year. Writing at grade 10 is also included in the ABCs Accountability Program in the Index Model and the Performance Composite. The measurement of writing in North Carolina and its inclusion in the ABCs ensures that writing as a basic skill is emphasized in every classroom throughout each student's academic experience. Such an emphasis provides each student with a solid foundation in written communication in preparation for the competitive and global marketplace of the twenty-first century.

The writing assessment was first added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. Initially, writing was measured in grades 6 and 9. In 1985-86, the writing assessment at grade 9 was moved to grade 8. English II, an end-of-course writing assessment that focuses on world literature other than literature from the United States and Great Britain, was added to the statewide testing program in 1991-92. In 1992-93, the annual assessment of writing was expanded again to include the measurement of narrative writing at grade 4. In response to the reorganization of public education in North Carolina and the ABCs, in 1995-96 the statewide testing program was reduced. The assessment of writing was reduced from grades 4, 6, 8, and 10 (English II) to grades 4 (narrative), 7 (descriptive or expository), and 10 (expository), the grades in which writing was assessed in North Carolina during the 1999-00 school year.

The 1999-00 Report of Student Performance in Writing provides a longitudinal, comprehensive compendium of student performance data in the area of writing. The report was generated using aggregate student data from North Carolina public schools, including charter schools, and provides information regarding student performance at the state level at each of the score points for grades 4, 7, and 10. In addition, state-level performance is reported by the percentages of students scoring at or above 2.5 in grades 4 and 7 (student performance standard) and at or above 3.0 in grade 10 (student performance standard), by gender, ethnicity, and category of exceptionality. State-level results are also reported showing how well students are able to apply standard language conventions in their writing at grades 4 and 7 using +'s and –'s and in English II using an analytical score scale (1 – 3) in the areas of sentence formation, usage, mechanics, and spelling. Also included in the report are results by LEA (stem and leaf) and charts providing the percentages of students scoring at each of the score points, the percentages of students scoring at or above 2.5 for grades 4 and 7, and the percentages of students scoring at or above 3.0 for grade 10. The specific focused holistic score scales and sample student essays representing each of the score points are also included in this report.

The purpose of this report is to provide information about the level of student performance in the area of writing based on results from the annual on-demand writing sample required during the North Carolina Writing Assessment at grades 4, 7, and 10 (English II).

1999-00 Report of Student Performance in Writing

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Part I

North Carolina Writing Assessment

Grades 4 and 7

North Carolina 1999-00 Report of Student Performance in Writing
Grades 4 and 7

Overview

- The North Carolina Assessment of Writing was administered statewide on March 7, 2000 to all students in grades 4 and 7. The writing assessment at grade 4 measured students' composing skills in the narrative mode while the assessment at grade 7 measured the expository mode. Student essays at both grades were scored using a four-point scale.

Findings

- Student performance in writing increased this year at grades 4 and 7 when compared to student performance in 1998-99. Although scores improved statewide at both grades, there was variation in student performance in writing among schools and school districts.
- At grade 4, approximately 57.6 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 55.2 percent in 1998-99. At grade 4, the percent of students achieving 2.5 or greater increased by 2.4 percentage points. Overall, student performance in writing statewide at grade 4 has shown a substantial increase since the assessment began in 1992-93 (see Figure 1, page 13).
- At grade 7, approximately 71.9 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 70.3 percent in 1998-99. At grade 7, the percent of students achieving 2.5 or greater increased by 1.6 percentage points. This is the fifth year of the writing assessment at grade 7, and this year's performance showed an increase over the four previous years (see Figure 2, page 13).
- Across both grades, higher percentages of female students than male students received the top writing scores.
- At grade 4, generally, a somewhat greater percentage of Asian students (67.6%) achieved a score of 2.5 or higher, followed by the percentage of White students (63.5%), Multi-racial students (58.9%), American Indian students (51.5%), Other students (49.4%), Hispanic students (48.3%), and Black students (46.3%).
- At grade 7, the proportion of White students (77.9%) receiving higher writing scores was slightly greater than the proportion of Asian students (76.4%). Multi-racial students (69.8%) had the next largest proportion receiving higher scores, followed by the proportions of Other students (65.2%), Black students (60.8%), Hispanic students (60.8%), and American Indian students (59.8%).
- While schools are diligently preparing students to meet more rigorous academic standards in reading, mathematics, and writing,

there still is variation in performance among students, classrooms, and ethnic groups.

- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the results of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be emphasized in every classroom by including the assessment of writing as a component of the ABCs accountability program.
- Table 3 on page 14 depicts percentages of students in the state scoring at or above the standard of 2.5 at grades 4 and 7 for the 1997, 1998, 1999, and 2000 school years. A disaggregation by ethnicity and gender is also provided.

What is the Writing Assessment?

- The annual writing assessment, a component of the North Carolina Testing Program, is a state-mandated assessment of student performance in writing at grades 4 and 7.
- The writing assessment was added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensures that ample time and resources are allotted for its development in the classroom.
- The writing assessment measures students' skills in two different modes of writing. Students in grade 4 are asked to write a narrative composition (personal or imaginative), and students in grade 7 are asked to write an expository (clarification or point-of-view) composition.

How is the Writing Assessment administered?

- On the day of testing the teacher removes from a sealed envelope individual copies of a writing prompt. At each grade the writing prompt provides instructions that set forth the task. Each student has fifty minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs and students with limited language proficiency, if appropriate.
- The prompt requires students to apply their knowledge and skills in language to demonstrate their ability to communicate information in writing. In response to the prompt, students in grade 4 must write a short story from something they have experienced, read, or imagined. At grade 7, students are required to write a composition to explain/clarify a situation/position.

How are scores reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to all fourth and seventh grade teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student essays to acquire a better understanding of the scoring criteria and to interpret scores to students and parents.
- Each year summary scores are returned to each school and school system in the state.

What is the expected standard for writing?

- The expected standard for writing at grades 4 and 7 is the mid-point score of 2.5 or above on a four-point scale. This standard represents an achievable level and quality of writing that can be reached with effective instruction.
- By achieving a score of 2.5 or above, a student has demonstrated a reasonable command of the particular mode of writing assessed.
- The score of 2.5 is the current grade level standard that is also reported as the accountability indicator.

How are the compositions scored?

- Each student composition is scored by two independent readers. Each reader assigns either a 1, 2, 3, 4, or Non-Scorable. For essays where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's composition. For example, a student may receive a 2.5 as a score.

There were 99,038 fourth grade public school student papers which were scored by two readers and rescored by the scoring director if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 1.

Table 1
Fourth Grade Reader Agreement Status

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
99,038	74.9	25.0	0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

There were 93,567 seventh grade public school student papers which were scored by two readers and rescored if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 2.

Table 2

Seventh Grade Reader Agreement Status

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
93,567	82.3	17.6	0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of predetermined criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. A generic score scale follows that would go across modes and grades:
    - NS = Student response is not readable or composition is otherwise unscorable.
    - 1 = Student response exhibits a lack of command of the mode of writing.
    - 2 = Student response exhibits a weak command of the mode of writing.
    - 3 = Student response exhibits a reasonable command of the mode of writing.
    - 4 = Student response exhibits a strong command of the mode of writing.
- The quality of each composition is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's paper based on these characteristics.
- In general, responses that fall within the lower score-point range (1 and 2) of the score scale are those that, while they identified a main idea, failed to or just met the minimum criteria for supporting details. This is due to a loss of focus, listing of details, or a vagueness in word choice. In these cases, characteristics of organization and coherence are rarely a factor in determining a student's overall score. As a rule, only those students who elaborate such that they demonstrate facility in all or most of the four characteristics achieved higher score-point values (3 and 4).
- A second, independent score evaluates the student's performance with respect to the usage of standard English conventions (i.e., grammar, spelling, usage, and sentence formation). This score is reported as a "+" or "–". The "+" paper exhibits an acceptable level of skills in

sentence formation, usage, and mechanics; the "–" paper does not exhibit an acceptable level.

- Each year that a mode of writing is repeated, the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

Results of the Writing Assessment at Grade 4

- Students in the fourth grade were asked to write a personal narrative composition in response to the following prompt:

  One day you are reading a book. One of the characters jumps out of the book. Write a story about what happens next.

- Readers scored 99,038 public school essays for grade four. The scores show that 57.6 percent of the fourth graders wrote well enough to score at or above the standard of 2.5. This represents an increase of 2.4 percentage points from the 55.2 percent who achieved this level in 1998-99. About 4.7 percent of the fourth graders received the highest scores of 3.5 and 4.0 in comparison to 5.5 percent last year, and 2.8 percent received the lowest scores of 1.0 and 1.5 compared to 3.0 percent in 1998-99. Less than one percent (0.4) of the papers had problems which made them non-scorable.

- *Figures 3 and 4 on pages 15 and 16 depict the distribution of narrative composition scores for grade four across the years of administration (see also Table 4, page 18).*

- For conventions, 56.7 percent of fourth-graders received a double-plus (+ +) rating in comparison to 35.6 percent in 1998-99, while 27.6 percent obtained a plus-minus rating (+ –) in comparison to 32.7 percent last year. About 15.6 percent were assigned a double-minus rating (– –). In 1998-99, 31.7 percent of fourth-graders received a double-minus rating.

Performance of Subgroups at Grade 4

- **Gender.** Approximately 62.6 percent of the female students scored at or above the standard of 2.5 compared to 52.9 percent for male students.

- **Ethnicity.** About 67.6 percent of Asian students scored at or above 2.5 compared to 63.5 percent of the White students, 58.9 percent of Multi-racial students, 51.5 percent of American Indian students, 49.4 percent of Other students, 48.3 percent of Hispanic students, and 46.3 percent of Black students (see Figure 5, page 20).

- *Table 3 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.*
- *Table 6 on page 21 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment Observations at Grade 4

- At grade 4, scores increased compared to student performance in 1998-99. Students appeared to have little difficulty choosing a character and responding to the prompt. However, there continued to be certain weaknesses among student responses that prevented them from moving into the top score points. First, the structure of the stories dominated the content. In other words, some students spent as much as a half a page providing a formulaic "set up" that did not contribute to progressing the narrative action.
- Secondly, many responses exhibited an overemphasis on details and similes that did not contribute to the narrative progression. The story, i.e., the action, became lost or impeded by the student's attempt to provide elaboration. One example of this is as follows: "She dashed across food making little, tiny, smaller than a dime footprints all over with some one day old leftover bubble gum sort of candy that she had rushed like lightening straight through." Other attempts at elaboration consisted of listing details or pure description that were not relevant or linked to the action of the story
- Overall, it appeared that a reliance on "formula" writing (e.g., including three similes, long and involved "stock" introductions, and/or irrelevant details) impeded some students' narrative writing and resulted in the structure dominating the content.

Results of the Writing Assessment at Grade 7

- Seventh graders were asked to write a well-organized expository composition on the topic below.

  Think about the most important job there is in your school. Name the job and explain why you think it is the most important job in your school.

- The 1999-00 school year is the fifth year that the writing test has been administered in grade seven. The readers scored 93,567 seventh-grade expository compositions. The scores showed that 71.9 percent of the seventh graders wrote well enough to score at or above the 2.5 standard compared to 70.3 percent who scored at this level on an expository composition in 1998-99. About 5.8 percent of the seventh graders scored 4.0 and 3.5 while 8.6 percent of seventh graders obtained these scores in 1998-99. About 2.6 percent scored 1.0 or 1.5 this year, and 3.7 percent received these scores in 1998-99. Less than one percent of the papers had problems, which made them non-scorable.

- *Figures 6 and 7 on page 15 and 17 depict the distribution of grade 7 composition scores across the years of administration (see also Table 5, page 19).*

- About 80.2 percent of seventh graders were assigned a double-plus (+ +) for their use of standard English conventions, and 77.5 percent of the students received the same rating in 1998-99. The plus-minus rating (+ –) was assigned to 14.2 percent of the papers in comparison to 15.5 percent in 1998-99. Almost 5.6 percent were rated with the minus-minus (– –). In 1998-99 about 7 percent of seventh grade students received the same rating.

Performance of Subgroups at Grade 7

- **Gender.** Approximately 79.2 percent of the female students scored at or above the standard (2.5) compared to 64.9 percent of the males.

  Ethnicity. About 77.9 percent of the White students scored at or above the standard of 2.5 compared to 76.4 percent of the Asian students, 69.8 percent for Multi-racial students, 65.2 percent of the Other students, 60.8 percent of the Black students, 60.8 percent of the Hispanic students, and 59.8 percent of the American Indian students (see Figure 8, page 20).

- *Table 3 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.*

- *Table 6 on page 21 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment Observations at Grade 7

- At grade 7, scores increased compared to student performance in 1998-99. Students did not appear to have difficulty choosing a most important job and responding to the prompt with clear and relevant reasons for their choice. However, there was an overall trend among the responses that appeared to prevent students from achieving higher scores; i.e., many students used a "formulaic" external organization of paragraphs and reasons, but the organization and progression within paragraphs was weak. Ideas within paragraphs were often repeated or restated with little progression of the main idea. One example of this is as follows: "A teacher is an important job so that the students can learn. Without a teacher, how could the student learn? Teachers are needed for students to learn. This is my first reason why I think teachers have the most important job."

- Another trend was the reliance on a "formula" that included fabricated quotes and statistics as support. While such "facts" *may* provide support to the main idea, more often these "facts" were used to restate an idea without adding any additional information or substantive support. Students who could not effectively employ this strategy were prevented from achieving higher scores.

1999-2000

North Carolina

Writing Assessment

Grades 4 and 7

State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested at each grade level and the percentage of students scoring at each of the focused holistic score point values are provided. Longitudinal data of performance by gender and ethnicity, the performance of students with exceptionalities, and the performance of students identified as Limited English Proficient are also provided. The percent of students achieving the accountability standard of 2.5 is provided for all categories.

Figure 1. North Carolina Testing Program
Annual Writing Assessment, 1992-93 to 1999-00
Percent of Students Scoring at or above the Standard of 2.5
Grade 4

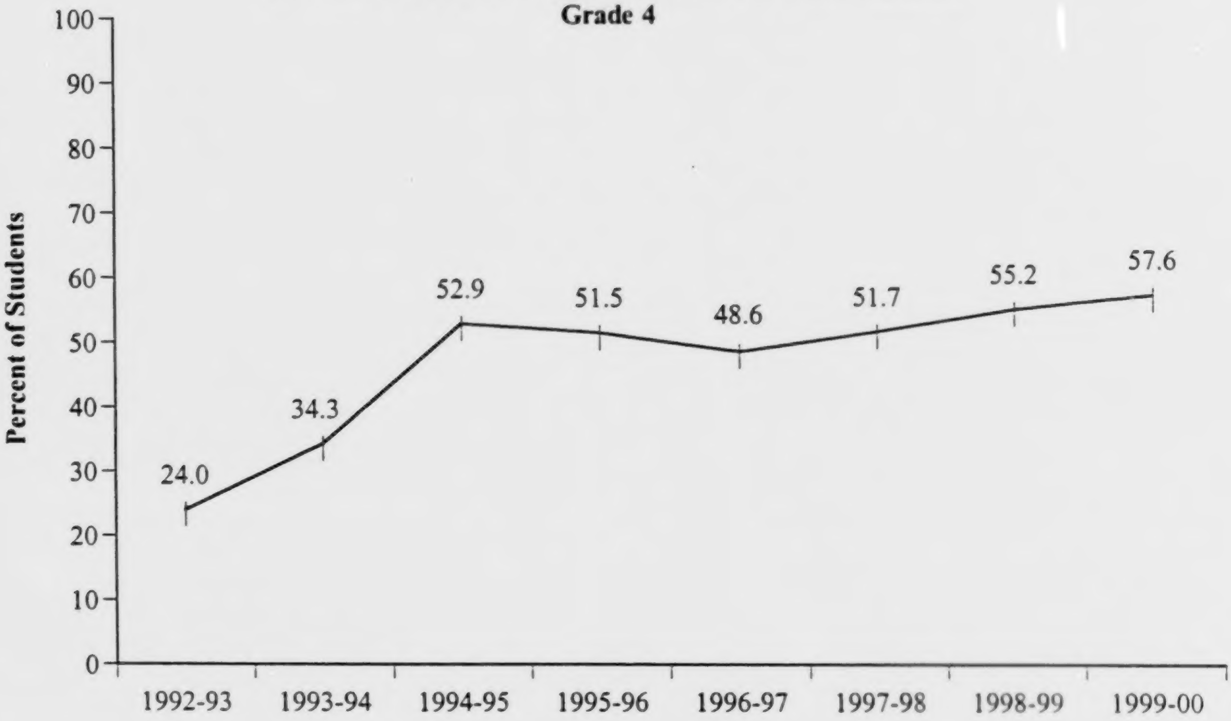

Figure 2. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1999-00
Percent of Students Scoring at or above the Standard of 2.5
Grade 7

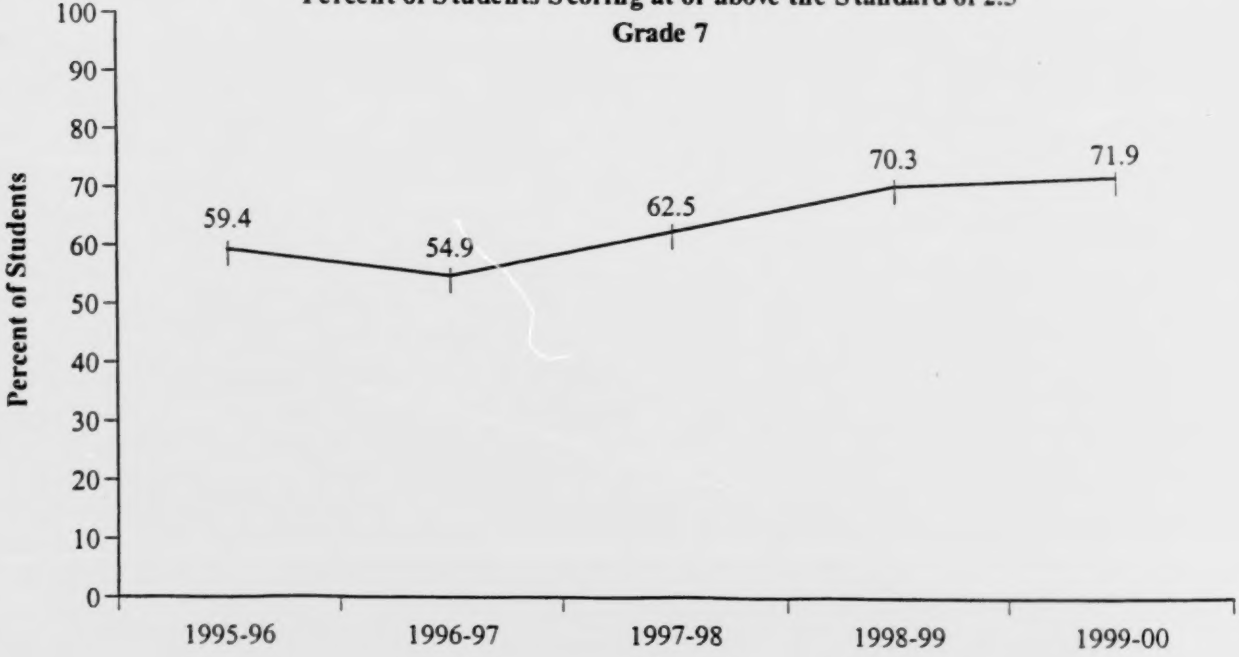

Table 3. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 1999-00
Percent of Students at or above the Standard of 2.5
Grades 4 and 7

Group	Percent of Students				Grade 4				Grade 7			
	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00
Number Tested	100.0%	100.0%	100.0%	100.0%	90,638	94,386	96,649	99,038	88,422	91,332	90,921	93,567
					Percent At or Above 2.5							
All Students	100.0%	100.0%	100.0%	100.0%	48.6%	51.7%	55.2%	57.6%	54.9%	62.5%	70.3%	71.9%
Gender												
Females	49.4%	49.6%	50.0%	49.1%	56.3%	56.5%	61.9%	62.6%	62.6%	68.0%	77.3%	79.2%
Males	50.5%	50.2%	50.0%	50.9%	41.1%	47.1%	48.4%	52.9%	47.5%	57.3%	63.6%	64.9%
Ethnicity												
American Indian	1.7%	1.5%	1.5%	1.5%	41.9%	38.8%	50.6%	51.5%	40.2%	47.6%	62.8%	59.8%
Asian	1.3%	1.3%	1.4%	1.6%	53.2%	58.9%	59.9%	67.6%	58.5%	68.7%	76.5%	76.4%
Black	28.6%	29.2%	29.6%	29.6%	36.7%	37.8%	43.2%	46.3%	39.2%	47.6%	58.3%	60.8%
Hispanic	1.8%	2.3%	2.6%	3.1%	39.7%	40.5%	46.8%	48.3%	43.3%	53.1%	61.1%	60.8%
Multi-racial	1.2%	1.2%	1.5%	1.7%	51.7%	54.3%	54.7%	58.9%	54.6%	64.9%	70.2%	69.8%
White	64.8%	63.7%	62.9%	62.1%	54.3%	58.7%	61.2%	63.5%	62.4%	69.7%	76.1%	77.9%
Other	0.5%	0.4%	0.5%	0.5%	48.2%	51.8%	52.5%	49.4%	50.1%	56.3%	61.3%	65.2%

Notes:

- For 1996-97 through 1999-00 data, the Accountability Standard formula is the percent of students scoring at or above 2.5 (i.e., the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested).
- Due to rounding, some categories may not sum to 100%.
- Percent of students is based on the number of students in fourth grade. Percentages at grade seven are similar.

Figure 3. North Carolina Testing Program
Annual Writing Assessment, 1993-94 to 1999-00
Distribution of Narrative Writing Scores
Grade 4

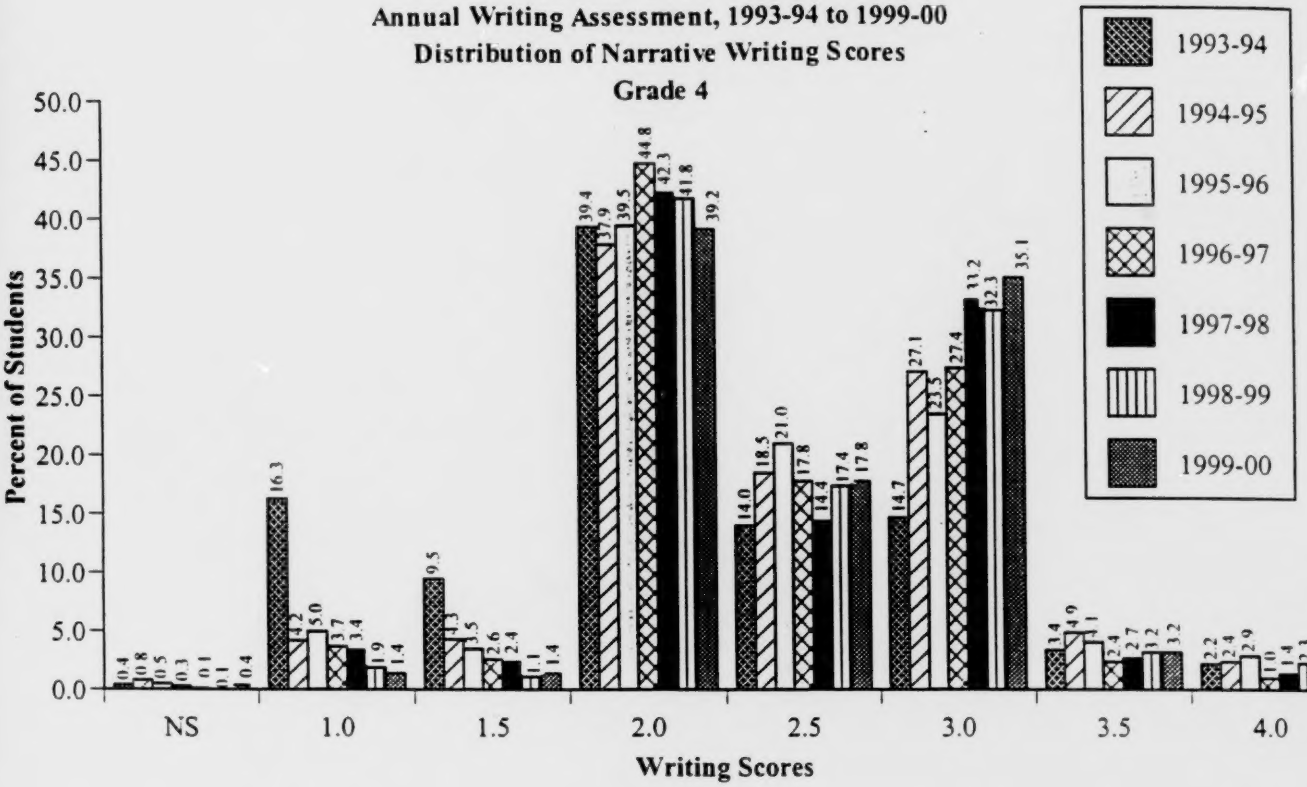

Figure 6. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1999-00
Distribution of Writing Scores
Grade 7

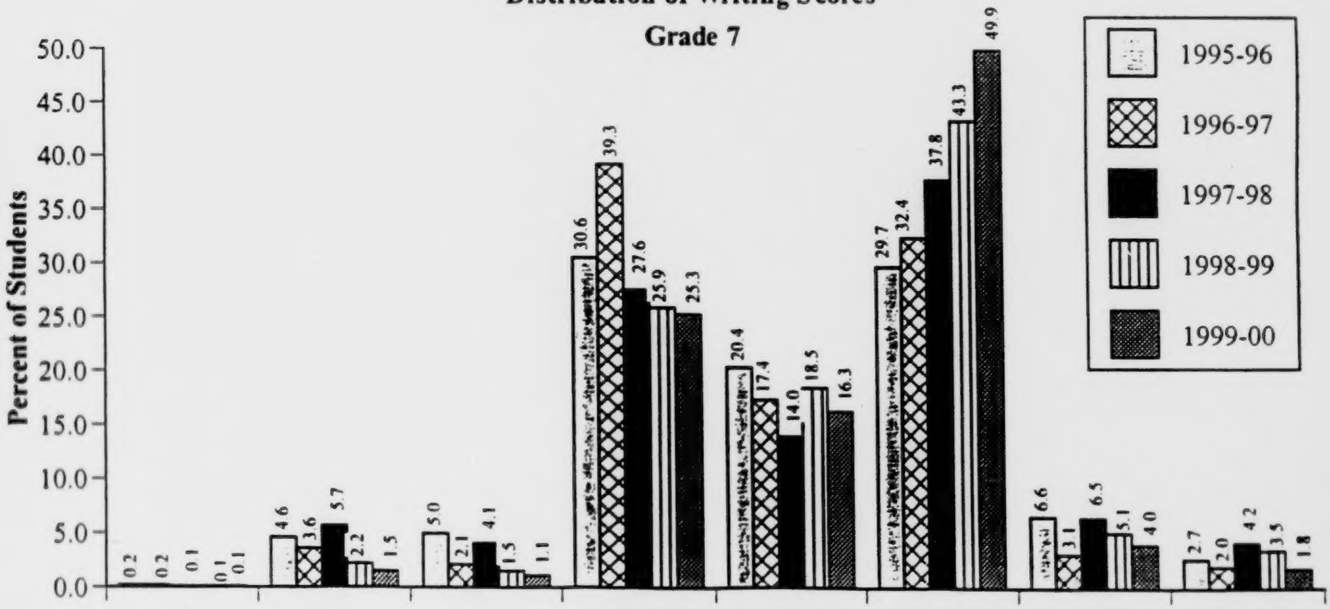

Figure 4. North Carolina Testing Program
Annual Writing Assessment, 1993-94 to 1999-00
Distribution of Narrative Writing Scores
Grade 4

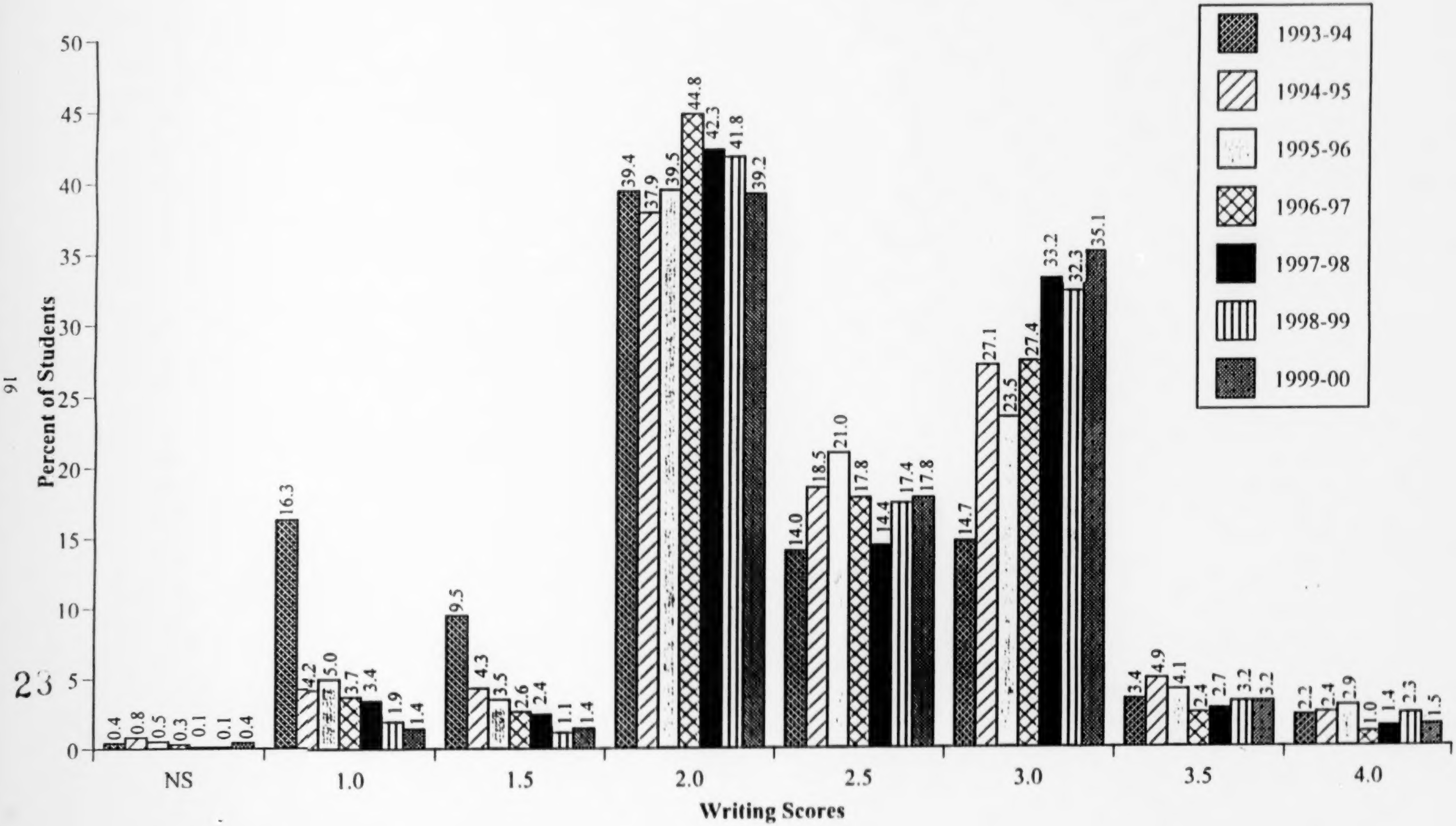

Figure 7. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1999-00
Distribution of Writing Scores
Grade 7

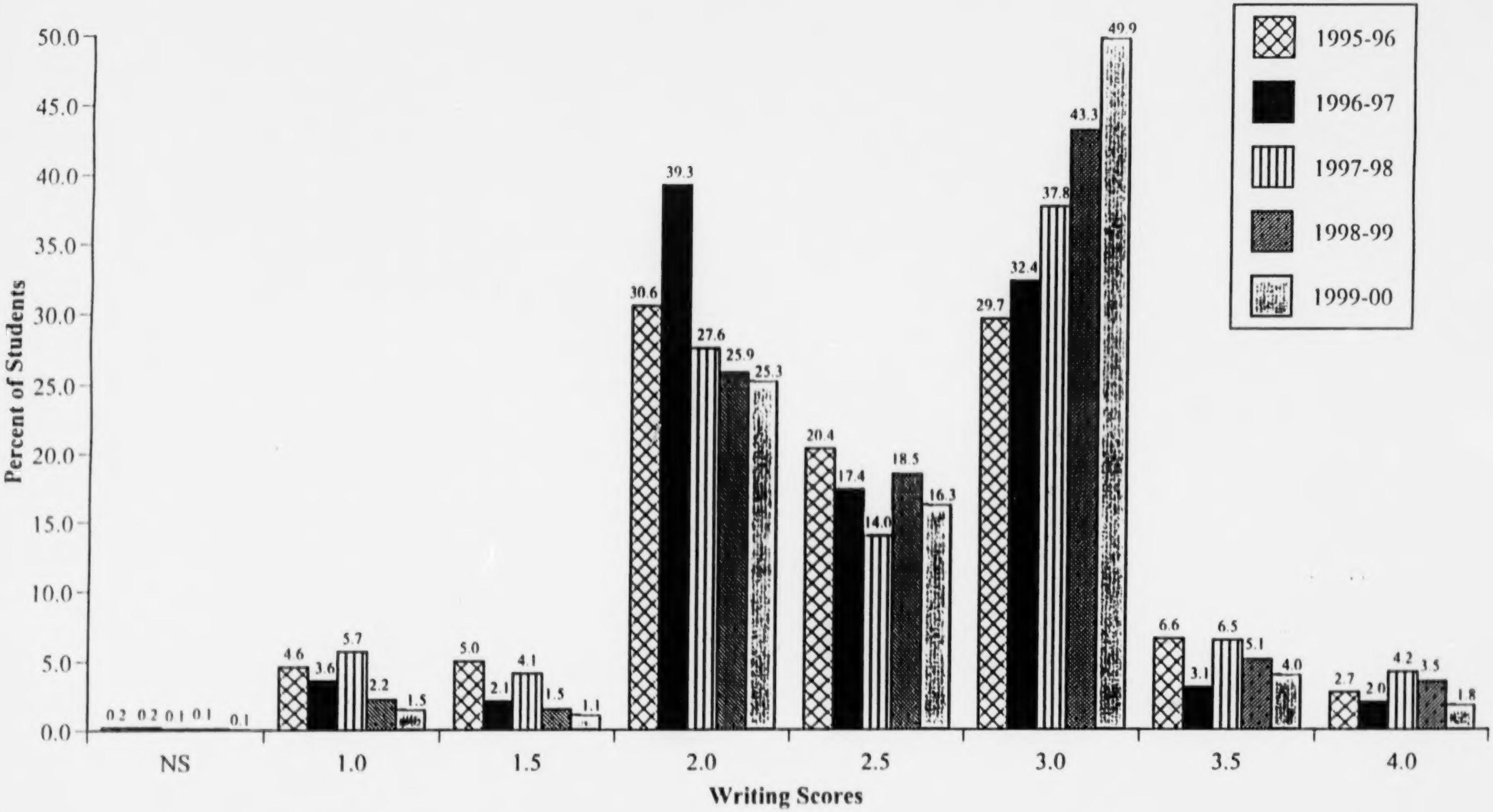

Table 4. North Carolina Testing Program
Annual Writing Assessment, 1992-93 to 1999-00
Distribution of Narrative Writing Scores Across Years
Grade 4

GRADE 4-Narrative Composition	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							
		4.0 N	3.5 N	3.0 N	2.5 N	2.0 N	1.5 N	1.0 N	NS N
1992-93	84,686	0.9 790	1.9 1,643	10.1 8,566	11.1 9,363	43.6 36,925	12.6 10,672	19.4 16,420	0.4 307
1993-94	84,982	2.2 1,877	3.4 2,904	14.7 12,532	14.0 11,900	39.4 33,520	9.5 8,090	16.3 13,860	0.4 299
1994-95	87,339	2.4 2,128	4.9 4,239	27.1 23,700	18.5 16,165	37.9 33,062	4.3 3,731	4.2 3,647	0.8 667
1995-96	88,415	2.9 2,562	4.1 3,669	23.5 20,743	21.0 18,563	39.5 34,898	3.5 3,086	5.0 4,420	0.5 474
1996-97	90,638	1.0 927	2.4 2,145	27.4 24,836	17.8 16,158	44.8 40,610	2.6 2,335	3.7 3,322	0.3 305
1997-98	94,386	1.4 1,327	2.7 2,530	33.2 31,357	14.4 13,622	42.3 39,933	2.4 2,310	3.4 3,236	0.1 71
1998-99	96,649	2.3 2,207	3.2 3,101	32.3 31,246	17.4 16,774	41.8 40,353	1.1 1,035	1.9 1,809	0.1 124
1999-00	99,038	1.5 1,501	3.2 3,189	35.1 34,729	17.8 17,661	39.2 38,789	1.4 1,386	1.4 1,406	0.4 377

Table 5. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1999-00
Distribution of Writing Scores Across Years
Grade 7

		FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							
GRADE 7	NUMBER TESTED	4.0 N	3.5 N	3.0 N	2.5 N	2.0 N	1.5 N	1.0 N	NS N
1995-96	87,027	2.7	6.6	29.7	20.4	30.6	5.0	4.6	0.2
		2,385	5,778	25,865	17,787	26,660	4,344	4,042	211
1996-97	88,422	2.0	3.1	32.4	17.4	39.3	2.1	3.6	0.2
		1,738	2,745	28,651	15,389	34,706	1,868	3,145	180
1997-98	91,332	4.2	6.5	37.8	14.0	27.6	4.1	5.7	0.1
		3,836	5,944	34,542	12,788	25,182	3,768	5,190	82
1998-99	90,921	3.5	5.1	43.3	18.5	25.9	1.5	2.2	0.1
		3,138	4,623	39,395	16,793	23,537	1,351	2,028	56
1999-00	93,567	1.8	4.0	49.9	16.3	25.3	1.1	1.5	0.1
		1,664	3,781	46,656	15,213	23,711	999	1,445	98

Figure 5. North Carolina Testing Program
Annual Writing Assessment, 1998-99 to 1999-00
Percent of Students Scoring at or above the Standard of 2.5
Grade 4 by Ethnicity

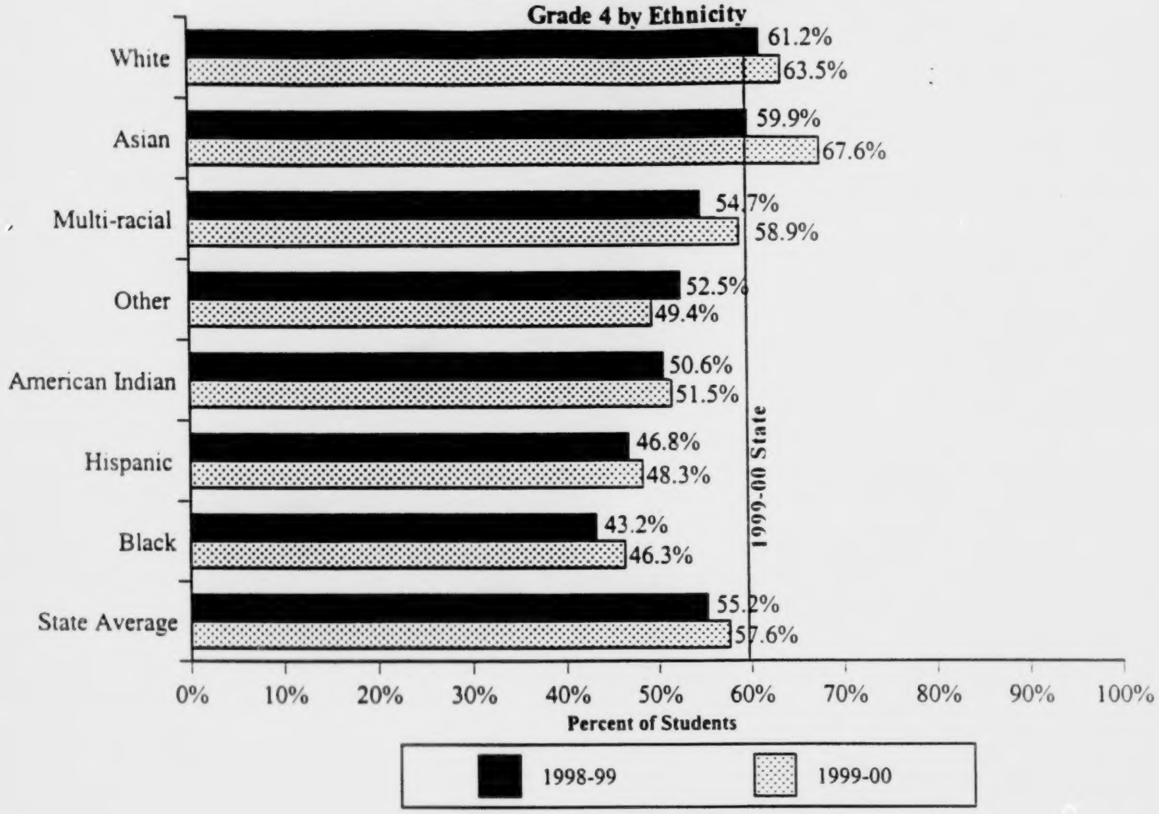

Figure 8. North Carolina Testing Program
Annual Writing Assessment, 1998-99 to 1999-00
Percent of Students Scoring at or above the Standard of 2.5
Grade 7 by Ethnicity

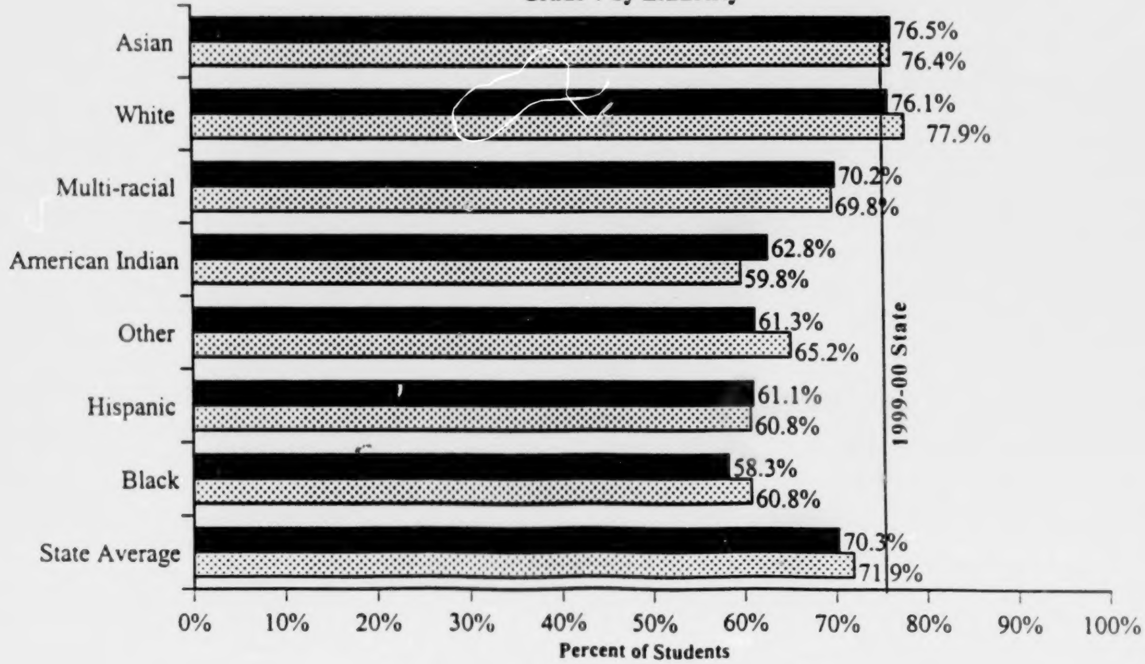

Table 6. North Carolina Testing Program
Annual Writing Assessment, 1999-00
State Scores of Students with Special Needs

				FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
GRADE 4	NUMBER TESTED	PERCENT[1]	PERCENT AT OR ABOVE 2.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	–
All Students	**99,038**	**100.0**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Not Exceptional	71,471	74.3	56.1	0.9	2.4	33.8	19.0	41.6	1.2	0.9	0.3	54.6	30.0	15.4
Academically Gifted	13,742	14.3	85.0	5.2	8.9	55.4	15.5	14.7	0.2	0.1	0.0	83.4	14.4	2.2
Students with Disabilities	12,456	13.0	37.5	0.9	1.9	20.7	14.0	51.4	4.1	6.0	1.0	40.3	28.2	31.6
Behaviorally-Emotionally Handicapped	759	0.8	25.0	0.4	0.8	14.6	9.2	53.4	6.6	12.6	2.4	37.0	26.2	36.8
Hearing Impaired	121	0.1	39.7	0.0	2.5	23.1	14.0	47.9	3.3	5.8	3.3	49.6	35.5	14.9
Educable Mentally Handicapped	524	0.5	16.2	0.2	0.6	8.6	6.9	52.5	8.0	19.5	3.8	29.0	23.9	47.1
Specific Learning Disabled	6,554	6.8	37.9	1.0	2.0	20.6	14.3	51.9	4.1	5.5	0.7	38.5	27.6	33.8
Speech-Language Injured	1,470	1.5	42.8	0.4	1.2	25.5	15.7	51.8	2.5	2.0	0.9	41.5	31.8	26.7
Visually Impaired	52	0.1	48.1	3.8	5.8	25.0	13.5	42.3	5.8	1.9	1.9	55.8	21.2	23.1
Other Health Impaired	1,231	1.3	37.2	1.4	2.4	19.6	13.8	49.6	4.5	7.7	1.0	46.1	26.6	27.3
Orthopedically Impaired	45	0.0	53.3	0.0	0.0	35.6	17.8	46.7	0.0	0.0	0.0	60.0	24.4	15.6
Traumatic Brain Injured	21	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	186	0.2	41.4	0.0	2.7	20.4	18.3	45.7	3.2	7.0	2.7	45.2	23.7	31.2
Section 504	1,493	1.5	42.9	1.2	2.5	23.9	15.3	50.6	2.7	3.2	0.5	45.0	31.2	23.8
Limited English Proficient	1,434	1.4	38.1	0.3	0.9	21.2	15.7	54.7	2.6	3.6	1.0	34.1	32.1	33.8
Not Served by Title I	55,802	56.3	63.0	1.9	3.9	39.3	17.9	34.5	1.1	1.1	0.3	61.1	25.6	13.2
Schoolwide Title I Program	36,375	36.7	51.1	0.9	2.2	30.1	17.9	44.9	1.8	1.8	0.5	51.4	30.3	18.4
Targeted Assistance	41	0.0	34.1	2.4	0.0	12.2	19.5	48.8	4.9	12.2	0.0	26.8	41.5	31.7
Migrant	4,628	4.7	44.0	0.7	2.1	22.5	18.7	51.4	2.2	1.9	0.5	44.4	31.7	23.9
GRADE 7														
All Students	**93,867**	**100.0**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Not Exceptional	66,327	72.6	73.0	1.1	3.2	50.7	18.0	25.6	0.7	0.6	0.1	81.7	14.1	4.2
Academically Gifted	14,554	15.9	93.7	6.1	10.6	67.2	9.8	6.2	0.0	0.0	0.0	96.7	3.0	0.3
Students with Disabilities	11,541	12.6	39.3	0.2	0.9	23.7	14.5	47.3	4.3	8.5	0.5	51.9	27.9	20.2
Behaviorally-Emotionally Handicapped	987	1.1	24.1	0.1	0.7	13.9	9.4	49.4	7.5	17.8	1.1	52.8	25.4	21.8
Hearing Impaired	118	0.1	42.4	0.8	1.7	28.8	11.0	45.8	0.8	11.0	0.0	68.6	20.3	11.0
Educable Mentally Handicapped	871	1.0	19.1	0.1	0.1	9.3	9.5	50.7	9.3	20.2	0.7	34.2	33.9	31.9
Specific Learning Disabled	6,740	7.4	40.1	0.1	0.9	24.0	15.1	48.7	3.8	6.9	0.4	48.5	29.7	21.9
Speech-Language Impaired	246	0.3	49.6	1.2	1.6	31.3	15.4	43.5	1.2	5.7	0.0	61.4	25.6	13.0
Visually Impaired	36	0.0	47.2	0.0	0.0	38.9	8.3	44.4	5.6	2.8	0.0	66.7	25.0	8.3
Other Health Impaired	1,193	1.3	38.9	0.3	1.0	24.5	13.1	48.2	4.6	7.9	0.4	61.4	24.5	14.2
Orthopedically Impaired	44	0.0	56.8	6.8	6.8	36.4	6.8	38.6	2.3	2.3	0.0	81.8	13.6	4.5
Traumatic Brain Injured	28	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	202	0.2	47.0	0.0	1.0	23.8	22.3	41.1	3.5	8.4	0.0	62.4	25.2	12.4
Section 504	1,076	1.1	60.1	0.6	1.7	38.0	19.9	35.9	1.8	2.0	0.3	69.0	20.5	10.5
Limited English Proficient	913	1.0	42.7	0.2	1.1	23.2	18.2	45.2	4.3	7.1	0.7	45.3	30.3	24.3
Not Served by Title I	73,720	78.8	73.6	2.0	4.3	51.4	16.0	23.9	1.0	1.4	0.1	81.5	13.3	5.2
Schoolwide Title I Program	13,921	14.9	65.8	0.9	3.0	44.4	17.5	30.6	1.4	2.1	0.1	75.8	17.0	7.2
Targeted Assistance	9	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	2,677	2.9	58.8	0.7	1.6	37.3	19.2	36.6	2.0	2.5	0.1	70.4	19.8	9.9

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. Students may have more than one disability but are only listed one time the "Students with Disabilities" section.

1999-2000

North Carolina

Writing Assessment

Grades 4 and 7

Copies of the Grades 4 and 7 Sample Student Responses

The following pages provide copies of sample student responses from grades 4 and 7. The score point for each response and an annotation explaining the score are provided on each composition.

Grade 4 Narrative Composition Focused Holistic Score Scale

Score Point 4 - The response exhibits a strong command of narrative writing. The response is focused and has an effective sequencing of events and a clear progression of ideas. The writer provides specific, relevant details to support ideas. The composition is unified and well elaborated. The writer's organization provides a clear strategy or controlled plan; the composition progresses logically and has a sense of overall completeness.

Score Point 3 - The response exhibits a reasonable command of narrative writing. The response is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. The composition contains elaboration and support in the form of specific details. The composition may have minor weaknesses in coherence. The writer's organization provides a reasonable sense of logical progression and overall completeness.

Score Point 2 - The response exhibits a weak command of narrative writing. The response exhibits some progression of ideas and events and provides some elaboration and support. The elaboration is relevant but may be flawed. The composition may not be evenly elaborated, having a list-like quality with concrete supporting details. The composition may have little connection between a controlling idea and supporting details relevant to development.

Score Point 1 - The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and attempted to respond to it. The writer may attempt to support ideas, but there may be no sense of strategy or control, or the writer may exhibit skeletal control but the response is too sparse to be scored higher than a "1." The response may not sustain focus on the topic, may lack clarity, and/or may have an inappropriate strategy.

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatement of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Write the final copy of your story here.

The Puppy Who Jumped out of the Book

One day I was reading a Book. And the next thing I konw a Character Jumps out Of it Said Hi, my name is WishBone I Said What are You. I am a puppy I Said a Puppy! He said Can You Be my firend I said were is Your mom and DaD WishBone I do not konw I can Be Your mom said casey.

the

End.

Score Point 1
The writer has seen the prompt and attempted to respond ("... next thing I know a character jumps out ..."). However, the ideas and events are presented in random fashion and are too sparse to be scored higher than a "1."

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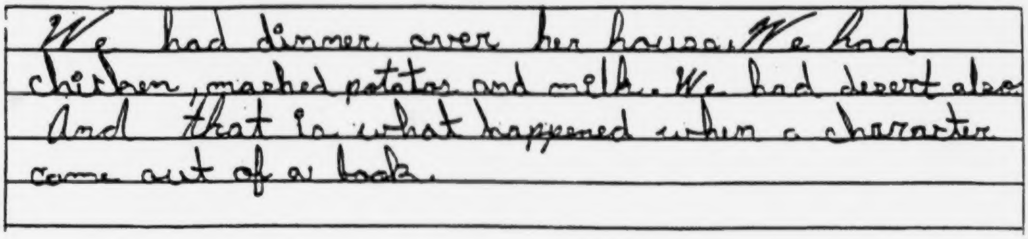
Write the final copy of your story here.

One day I was reading a book. The name of the book was Miner Pets. I am on page 93. The topic is on dogs and how to trane them to behave and do tricks. When all of a sudden a dog pops off the page! It is a mut. A mut is a mixed bread. He startes to talk to me. He told me to give him some ink. So I did as told. He sprayed ink all over me. I asked him why he did that. He told me he did that so I could come with him in the book. I asked him why he wanted me to come in the book. But he did not say anything until we got in the book.

I asked him his name. He answed in a sie. I asked him agin. He told his name is Aly but other pets called him Al or A. He told me I could call him any of his names exsept A. Because he hated that name. He was very nice, so nice infact he to me out for some ice coam. Well really it was bone cream. I said no thanks you. So we went out for something to drink. You had a choice of either milk, water, and Cholate pudding. He had milk. I had pudding.

After that he took me to his friends house. She was a Cocker Spaniel. Her name was Beauty. And I could see why she was so, so beautiful



We had dinner over her house. We had
chicken, mashed potatos and milk. We had desert also
And that is what happened when a character
came out of a book.

Score Point 2
The response exhibits some progression of ideas and events ("One day I was reading . . . all of a sudden . . . I asked . . . He answered . . . After that . . .") presented in a list-like fashion. Some of the supporting details do not progress the narrative (". . . mut is a mixed bread . . . choice of either milk, water and cholate pudding. . . . chicken, mashed potatos and milk.").

Write the final copy of your story here.

One day I was reading a book called Horrorland. It was exciting. Even though I didn't know a monster would jump out. I was on the sixth chapter. I still had alot to read.

Then the phone rang in the other room. So I put down my book and started to the other room. Then I heard footsteps behind me loud, and moving rapidly. I only thought it was my imagination, but then it touched me. I turned around and saw it, it was big, green, slimey, and it had sharp teeth.

I started to run to the front door. I got there but he beat me there. I started to the back door. I got there and unlocked the looks as fast as I could. I started to open the door, but the green monster sucked me up. Then he walked over and jumped back inside the book.

I stood up and I was in my book, and that I was also coverd with slime. I walked around for about five minutes, and then I realized I was standing in front of a different monster. She said to me that

I have to go through the Door maze. Then she said no one has ever came out alive. If I pass I get to go home.

So I stepped in and I saw it was dark. A few minutes latter bats were flying around my head. I had to duck for awhile. Then I came to a dimmed red room where monsters popped out at me it scared me. Then I came to a tunnel I was in there for a long time as if it took hours. Then I came to a door surrounded with light. So I pushed it reatly hard. Then I finaly was out and because of that I got home.

So this includes my imaginary time I was reading a book and a monste popped out and got me, and I didn't like it

Score Point 3

The response is focused on the monsters and the Door maze and establishes a progression of events ("One day I was reading . . . Then the phone rang . . . Then I heard footsteps . . . I started to run . . . I stood up . . . So I stepped in . . . A few minutes latter . . . Then I came to a door . . . So I pushed . . . Then I finaly was out . . .") and contains support in the form of specific details. The writer's organization provides a reasonable sense of overall completeness.

Write the final copy of your story here.

One Sunday night I was reading my book Rumplestiltskin when my mom caled me downstairs for a moment. "Time to clean your room." She told me as I entered the kicthen. "Do I have to." I moaned back. "Yes you do." She replied "Okay." I told her. "Thump, thump!" Boomed the stairs as I walked up them.

"That's strange. I thought I left the door open." I whispered to myself.

"Well I better get my roomed clean." I thought.

First I started with the books.

"Huh. Wheres Rumplestiltskin?" I questioned myself. The picture of him had disapered from the room in the catsle. "Hi, ya!" A high voice screeched behind me. I slowly turned around. "Ahhh!" I yelled with fear. Rumplestiltskin was actually in front of my face. "Want any help cleaning your room?" He asked me. My heart was pounding like a hammer hammering a nail as I answered back

"Umu... Hmmm... Sure."

"I'll get the clothes you get the toys." I told him. "Okay." He replied

My room was a mess. I thought it would take months to clean it by myself. But not with help from Rumplestiltskins help. He was done with every chore I gave him like a bolt of lightning strikinging a tree. I was still doing the clothes and he was on his 3rd chore. The only thing was that he put everything in the closet, so when I went to put a pair of jeans in every thing fell out. Boy was I mad. But I knew he was new at this so I calmed down. "The clothes go right here, toys go there and everything else goes here." I explained how everything works to him.

In about a half-hour tops we we were done. "What do I get in return." He asked. "Um... hmmm. I know you can have this stone. It's shaped like an elfs face." "Thank you my friend." He replied. "Whir, whir, whir!" A small tornado picked him up and put him in the book. I took a glance at him and saw a stone in his left hand.

Score Point 4
The response is focused on using Rumplestiltskin to help clean a room and has an effective sequencing of events ("One Sunday night . . . First I started with the books. . . . I slowly turned around. . . . I thought . . . He was done . . . so when I went to put . . . In about a half-hour tops . . . A small tornado picked him up . . .") and a clear progression of ideas. The response is unified, well elaborated, and has a sense of overall completeness.

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Grade 7 Expository Composition Focused Holistic Score Scale

Score Point 4 - The response exhibits a strong command of expository writing. The writer has focused on the subject matter and has provided specific, relevant reasons and details to support reasons as a means of elaboration. The writer's organization provides a clear strategy or controlled plan with a clear sense of logical progression and overall completeness. The composition is coherent.

Score Point 3 - The response exhibits a reasonable command of expository writing. The writer has focused on the subject matter and given reasons to support the main idea. Some responses contain a few well-elaborated reasons or more reasons with less elaboration. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Score Point 2 - The response exhibits a weak command of expository writing. The writer has focused on the subject matter and given at least one or two reasons or else a list of reasons with little or no elaboration. These responses may be poorly organized and may not establish a logical progression, but some sense of strategy exists. Some responses introduce reasons and ideas which are not explained or related to the subject matter, causing the reader to have to make inferences.

Score Point 1 - The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but may be too sparse to be scored higher than a "1."

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Write the final copy of your composition here.

The most important job at my school is the teacher. The teacher is the most important job at my school because without it the kid's here wouldn't learn anythingand there would be no school.

The most important job at my school is the teachers. Without the teachers, job people wouldn't learn anything and would still be trying to count to ten. No one here would have a job and wouldn't have any money.

The most important job at my schol

Score Point 1
The writer identifies the most important job (teacher) and attempts to elaborate. However, the response is confusing and too sparse to be scored higher than a "1."

Write the final copy of your composition here.

The reasons I that the principal's job is the hardest job is because he has to disipline the students, he has to go to meetings, and especially he has to hire teachers.

The principal has to disipline students because the students get in fights, don't do their classwork, and because they talk back to the teacher. He has to disipline them by sending them to I.SS., O.SS., and by off the bus suspension.

The principal has to go to meetings to get our schools working right. To see how different grades get teached, and how to run classes. He has to learn how to hire experienced teachers to teach different grades.

The principal has to hire teachers so the different grades can learn. They need to Know how to read, write, and how to add. They need to Know how to exercise, to do pushups, and how to run.

In conclusion I told you why the principal's job was the hardest job in the school. I told you the reasons why because he has to disipline Students, has to go to meetings, and he has to hire teachers so the different grade can be teached how to read, write, and how to add. They need to be teached how to exercise, to do pushups and how to run.

Score Point 2

The writer identifies the most important (hardest) job (principal). The response contains three reasons ("... disipline the students, ... go to meetings, ... hire teachers.") as support, however, the elaboration is presented in a list-like manner ("... sending them to I.S.S., O.S.S, and by off the bus suspension.").

Write the final copy of your composition here.

I think the most important role in my school is being one of the teachers. They are a role model for children, and they also teach the children almost everything they know.

When I said teachers are role models for todays youth I meant that kids look up to their teachers. They consider them very smart and intelligent and they want to be like them. When a teacher stands in front of a Room and teaches she/he has everyones attention and children consider that very "Cool." When a teacher teaches something, for example a Math Problem, Most students are amazed at how he/she knows so much.

Teachers also teach the kids how to spell, Read, write, ABC's, and much more. When you got to school on your first day what did you know? All I knew was how to talk and count to ten. Now I can Read big Words, count however far I need, work out bigger problems then I could before and much more. Who taught me all of that my teachers, with a little help from my Parents. It is amazing how much a teacher knows and how much he/she can teach a child. Teachers are very important to our country we should give them much more thanks than we do.

Teachers get you ready for the world. they Teach you the Skills you need to know to go on and be a future success. To go on and become Doctors, Lawyers, Writers, Constructors, Scientists, and maybe even a teacher. In the colleges the professors have to go through alot of training to teach students to Be whatever they wish. there are so many jobs available in this world but I think teachers outrun them all. In fact I think I'd very much like to be a teacher. (I guess that I'll have to become a role model then)

Score Point 3
The writer identifies the most important job (teacher). The response contains three elaborated reasons (". . . role models . . . teach the kids . . . get you ready for the world") and provides a reasonable sense of logical progression and overall completeness.

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Write the final copy of your composition here.

The most important job in my school is guidance counselor. Ms. the guidance counselor at my school, helps kids with the things the teachers can't. She helps resolve conflicts; helps kids learn, and helps students find jobs. Without a guidance counselor, my school could not function.

Ms. most important job is resolving conflicts. If students are troubled by something other than their school work, they won't pay attention in class as much or work as hard on their work. That's why Ms. mediates students and teachers. If there is a fight, she will help the students sort out their differences. When a student has trouble getting along with a teacher, Ms. is there for them. To solve the problem, she holds a conference with the teacher and student. If the problem isn't sorted out there, Ms. can switch the student into another teacher's class. Without Ms. , the students and teachers at my school would be constantly fighting. Her hard work has prevented that, allowing the students to work up to their full potential

Second, Ms. helps student's get jobs. Most middle schooler's aren't old enough to start working. But Ms. can give students a work permit, which allows kids to get a job before they are 16. If a student can get a job, but doesn't know what he wants to do, Ms. has many ways to help them. She asks what their interests are, or what they are good at, and then suggests a job. Over the years, Ms. has acquired many connections with businesses around town. If a student is having trouble getting a job, she can vouch for them, and usually their application is accepted. Ms. has many good suggestions for students looking to get jobs, and is usually a great help to students searching for jobs.

Third, Ms. helps kids learn outside of the classroom. During lunch she holds groups to help with anger management and organizatio I know from experience that these groups help. At the beginning of the year I was losing a large portion of my homework assignments But after I joined Ms. organizational group, I was able to hold on to my assignments. Ms. helps kids with things teachers aren't trained to do; and without her. I wouldn't be as organized as I am today.

The guidance counselor at my school helps resolve conflicts, assists learning outside of the classroom and helps kids get jobs. Without a guidance counselor, many students would not be as well mannered, organized, or wealthy as they are now. More recognition needs to be to the fact that guidance counselor is the most important job in my school.

Score Point 4
The writer identifies the most important job (guidance counselor) and provides three specific reasons ("... helps resolve conflicts, helps kids learn, and helps students find jobs.") and details to support those reasons. The composition progresses logically and has a sense of overall completeness.

1999-2000

North Carolina

Writing Assessment

Grades 4 and 7

Regional by LEA Performance

Tables 7 through 12 provide the number of students tested, percentage of students at each score point, and the percentage scoring at or above the standard of 2.5 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

Table 7. North Carolina Testing Program, Annual Writing Assessment, 1999-00, Grade 4, Percent of Students Scoring at or above 2.5, by LEA

State	Percent	2000 LEA Performance
	100	Mountain Community**
	…	
	80	Bridges**
	…	
	74	Watauga
	73	Magellan**
	…	
	71	Mount Airy City
	…	
	69	Arapahoe**, Caswell
	68	Lincoln, Wake
	67	Avery, Chatham, Elkin City, Francine Delany**, Kings Mountain City
	66	Burke, Dare, Iredell-Statesville, Polk
	65	Asheville City, Catawba, Davidson, Gaston, Sampson, Swain, Weldon City
	64	Buncombe, Chapel Hill-Carrboro City
	63	Cherokee, Hickory City, Orange, Quality Education**, Roanoke Rapids City
	62	Cabarrus, Charlotte/Mecklenburg, Guilford, Person, Surry
	61	Ashe, Brunswick, Henderson, Winston-Salem/Forsyth
	60	Caldwell, Chatham Charter**, Columbus, Evergreen Community**, Moore, Pitt, Sterling Montessori**, Wilkes
	59	Clay, Currituck, Davie, Duplin, Graham, Halifax, Haywood, Mitchell, Transylvania, Union
2000 State	58	Craven, Cumberland, Harnett, Johnston, Lee, Lenoir
	57	Anson, Bladen, Forsyth Academies**, Macon, Stokes
	56	Alamance-Burlington, Alexander, Randolph, Rutherford, Wayne
1999 State	55	Clinton City, Jackson, Perquimans, Shelby City
	54	Cleveland, Pender, Rockingham
1995 State	53	Alleghany, Granville, Scotland
1996,1998 State	52	Jones, Nash-Rocky Mount, Northampton, Onslow
	51	New Hanover, Newton Conover City, Robeson
	50	Brevard Academy**, Durham, Gates, Orange Co. Charter**
1997 State	49	Beaufort, Franklin, Greene, Rowan-Salisbury, Wilson, Yadkin
	48	Camden, Mooresville City, Pamlico, Thomasville City
	47	Greensboro Academy**, Stanly, Yancey
	…	
	44	Vance Charter**
	43	Carteret, Hoke, McDowell, Northeast Raleigh**
	42	Madison
	41	Kannapolis City, Richmond, Warren, Whiteville City
	40	Montgomery, Quest Academy**, Vance
	39	C.G. Woodson**, Franklin Academy**
	38	Bertie, Elizabeth City/Pasquotank, Healthy Start**
	37	Hertford
	36	Edgecombe, Hyde, Tiller School**
	35	Children's Village Academy**, Edenton/Chowan, Martin, S.B. Howard**, Village Charter**, Washington
1994 State	34	
	33	Harnett Early Childhood**, Research Triangle**
	…	
	31	Asheboro City
	30	East Wake Academy**
	…	
	27	Maureen Joy**
	26	Tyrrell
	25	Lexington City, Phase Academy**
	24	STARS**
1993 State	23	
	22	Englemann**, Omuteko Gwamaziima**
	21	Rocky Mt Charter Public**
	20	River Mill Charter**
	…	
	17	American Renaissance**, Sugar Creek**, Turning Point**, Woods Charter**
	16	Summit Charter**
	15	East Winston Primary**
	…	
	12	Lincoln Charter**, Rowan Academy**
	11	SPARC Academy**
	…	
	0	Carter Community**, Community Charter**, Crossnore Academy**, The Learning Center**
	*	Grandfather Academy**

Notes: A narrative writing prompt was administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Table 8. North Carolina Testing Program, Annual Writing Assessment, 1999-00, Grade 7, Percent of Students Scoring at or above 2.5, by LEA

State	Percent	2000 LEA Performance
	100	Chatham Charter**, Magellan**
	...	
	95	Exploris**
	...	
	93	Yancey
	...	
	91	Watauga
	...	
	88	Dare, Surry
	87	Ashe, Richmond, Stanly
	86	Elkin City, Moore, Mooresville City
	...	
	84	Weldon City
	83	Catawba, Cherokee, Pender, Swain
	82	Burke, Chapel Hill-Carrboro City, Scotland, Summit Charter**
	81	Avery, Caldwell, Davidson
	80	Alamance-Burlington, Cabarrus, Cleveland, Henderson, Jackson, Johnston, Newton Conover City, Quest Academy**, Rowan-Salisbury
	79	Brunswick, Gaston, Macon, Mount Airy City, Sankore School**
	78	Alexander, Carteret, Elizabeth City/Pasquotank, Granville, Montgomery, Nash-Rocky Mount
	77	Caswell, Clinton City, Rockingham
	76	Asheboro City, Cumberland, Iredell-Statesville, Pamlico, Wayne, Winston-Salem/Forsyth
	75	Haywood, Hickory City
	74	Buncombe, Chatham, Clay, Edenton/Chowan, Lee, River Mill Charter**, Yadkin
	73	Camden, Duplin, Wilkes
2000 State	72	Franklin, Lake Norman**, New Hanover, Perquimans, Sampson, Shelby City
	71	Charlotte/Mecklenburg, Davie, Francine Delany**, Imani Institute**, Lincoln, Madison, Rutherford, Wake
1999 State	70	Beaufort, Downtown Middle**, Guilford, Northampton
	69	Columbus, Harnett, Person
	68	Brevard Academy**, Lenoir
	67	Anson, Graham, Lincoln Charter**, Union
	66	Alleghany, American Ren. Middle**, Martin, Orange, Stokes, Wilson
	65	Gates, Halifax
	64	Bertie, Bridges**, Lexington City, Pitt
1998 State	63	Mitchell, Polk, Randolph
	62	Currituck, Durham
	61	Bladen, Thomas Jefferson**
1996 State	60	Hoke, Kings Mountain City, Vance
	59	Asheville City
	...	
	57	Craven, Transylvania
	56	MAST**, Oma's Inc. **, Roanoke Rapids City, Robeson, The Learning Center**
1997 State	55	Kannapolis City, Onslow
	54	Jones, Sterling Montessori**
	53	Edgecombe, McDowell
	52	Evergreen Community**
	51	Warren, Whiteville City
	50	Woods Charter**
	49	Arapahoe**
	48	Hyde
	47	C.G. Woodson**, Orange Co. Charter**
	...	
	43	Kestrel Heights**, Omuteko Gwamaziima**, Thomasville City
	42	Tyrrell
	41	Greene
	40	Quality Education**
	39	Phase Academy**
	38	Hertford
	...	
	34	Washington
	...	
	32	Right Step**
	31	Village Charter**
	...	
	29	S.B. Howard**
	28	Rocky Mt Charter Public**
	27	East Wake Academy**
	...	
	23	SPARC Academy**
	...	
	21	Carter Community**
	20	Crossnore Academy**
	...	
	12	CIS Academy**
	...	
	9	Provisions Academy**
	...	
	0	Lift Academy**, Success Academy**
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**

Notes An expository or descriptive writing prompt was administered each year The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number

*Data are not reported where number tested is fewer than five

**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Table 9a. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Western Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Western Region	**7,193**	**58.6**	**1.8**	**3.6**	**34.8**	**18.4**	**38.9**	**1.0**	**1.3**	**0.3**	**55.0**	**27.6**	**17.4**
Buncombe	1,832	63.6	0.4	1.3	44.2	17.7	35.4	0.4	0.4	0.2	60.3	26.7	13.0
Asheville City	299	65.2	1.7	2.7	45.5	15.4	30.1	3.0	0.7	1.0	45.8	35.1	19.1
Francine Delany**	21	66.7	14.3	4.8	33.3	14.3	23.8	4.8	4.8	0.0	33.3	33.3	33.3
Evergreen Community**	25	60.0	0.0	0.0	40.0	20.0	28.0	0.0	12.0	0.0	36.0	36.0	28.0
Cherokee	275	63.3	2.2	2.2	38.9	20.0	34.9	0.0	1.8	0.0	47.3	30.5	22.2
The Learning Center**	10	0.0	0.0	0.0	0.0	0.0	60.0	0.0	40.0	0.0	20.0	50.0	30.0
Clay	87	58.6	3.4	6.9	23.0	25.3	40.2	1.1	0.0	0.0	36.8	29.9	33.3
Graham	92	58.7	3.3	6.5	32.6	16.3	40.2	1.1	0.0	0.0	45.7	35.9	18.5
Haywood	597	58.8	3.4	6.5	27.5	21.4	38.7	1.3	0.7	0.5	58.1	25.0	16.9
Henderson	860	61.4	0.0	2.2	42.8	16.4	36.7	0.6	1.2	0.1	59.7	28.5	11.9
Mountain Community**	17	100.0	5.9	23.5	41.2	29.4	0.0	0.0	0.0	0.0	88.2	5.9	5.9
Jackson	286	54.9	1.7	2.4	35.0	15.7	43.0	0.3	1.7	0.0	53.8	25.9	20.3
Summit Charter**	19	15.8	0.0	0.0	5.3	10.5	63.2	15.8	5.3	0.0	57.9	26.3	15.8
Macon	295	56.6	1.7	3.4	27.8	23.7	40.0	0.7	2.4	0.3	59.7	24.1	16.3
Madison	189	41.8	0.5	3.2	20.1	18.0	55.6	0.5	2.1	0.0	42.3	28.0	29.6
McDowell	530	43.4	6.0	3.6	18.1	15.7	49.2	2.3	4.3	0.8	40.2	23.6	36.2
Mitchell	182	58.8	1.1	2.7	25.8	29.1	40.1	1.1	0.0	0.0	57.1	24.2	18.7
Polk	172	66.3	7.6	11.6	27.3	19.8	32.0	1.2	0.6	0.0	69.2	18.6	12.2
Rutherford	792	56.2	1.5	5.6	29.5	19.6	40.9	1.1	1.3	0.5	48.5	33.7	17.8
Swain	130	65.4	0.0	3.8	51.5	10.0	32.3	0.8	0.8	0.8	51.5	32.3	16.2
Transylvania	283	58.7	3.2	8.8	26.1	20.5	40.6	0.0	0.7	0.0	68.2	20.5	11.3
Brevard Academy**	16	50.0	6.3	12.5	12.5	18.8	50.0	0.0	0.0	0.0	87.5	6.3	6.3
Yancey	184	47.3	1.1	1.1	29.3	15.8	50.0	2.2	0.5	0.0	56.0	32.1	12.0

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9b. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Northwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	–
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Northwest Region	**15,518**	**60.9**	**1.0**	**2.2**	**40.1**	**17.5**	**36.7**	**1.0**	**1.1**	**0.3**	**57.0**	**27.7**	**15.3**
Alexander	401	56.1	0.2	0.5	36.9	18.5	42.4	0.7	0.7	0.0	51.1	28.9	20.0
Alleghany	114	52.6	0.9	0.0	36.8	14.9	45.6	0.9	0.9	0.0	50.0	36.8	13.2
Ashe	223	61.0	0.9	4.5	34.5	21.1	36.3	0.4	2.2	0.0	58.3	21.5	20.2
Avery	168	66.7	2.4	6.0	41.7	16.7	31.5	0.0	1.2	0.6	61.3	25.0	13.7
Grandfather Academy**	1	*	*	*	*	*	*	*	*	*	*	*	*
Crossnore Academy**	5	0.0	0.0	0.0	0.0	0.0	40.0	20.0	20.0	20.0	20.0	20.0	60.0
Burke	1,162	65.9	1.2	1.9	44.7	18.2	33.1	0.3	0.6	0.0	54.3	28.9	16.8
Caldwell	990	60.4	0.5	1.3	42.3	16.3	37.7	1.0	0.6	0.3	61.5	24.7	13.7
Catawba	1,211	65.2	0.3	3.0	40.8	21.1	32.0	1.3	1.3	0.2	55.2	28.6	16.3
Englemann**	27	22.2	0.0	0.0	3.7	18.5	70.4	7.4	0.0	0.0	51.9	25.9	22.2
Hickory City	354	63.3	1.7	2.8	43.5	15.3	35.0	0.0	1.1	0.6	62.7	28.8	8.5
Newton Conover City	203	50.7	1.5	2.0	38.9	8.4	45.3	1.0	2.5	0.5	60.1	26.1	13.8
Davidson	1,500	65.3	0.5	1.6	43.7	19.5	32.5	1.3	0.8	0.2	56.6	27.9	15.5
Lexington City	223	24.7	0.4	0.9	14.8	8.5	64.1	6.3	4.5	0.4	32.3	46.2	21.5
Thomasville City	192	48.4	0.0	1.0	28.6	18.8	46.9	2.1	2.6	0.0	42.2	35.9	21.9
Davie	468	59.2	0.4	1.1	43.4	14.3	37.4	1.5	1.1	0.9	53.6	29.1	17.3
Winston-Salem/Forsyth	3,477	60.6	1.4	2.7	38.3	18.3	37.2	0.8	1.0	0.5	60.3	26.3	13.5
Quality Education**	8	62.5	0.0	0.0	50.0	12.5	37.5	0.0	0.0	0.0	62.5	0.0	37.5
C G Woodson**	18	38.9	0.0	5.6	16.7	16.7	55.6	5.6	0.0	0.0	55.6	16.7	27.8
East Winston Primary**	13	15.4	0.0	0.0	7.7	7.7	84.6	0.0	0.0	0.0	15.4	23.1	61.5
Forsyth Academies**	42	57.1	0.0	0.0	31.0	26.2	31.0	2.4	4.8	4.8	38.1	50.0	11.9
Iredell-Statesville	1,302	65.7	0.8	1.5	46.1	17.2	32.9	0.5	0.8	0.2	57.7	26.1	16.2
American Renaissance**	18	16.7	0.0	0.0	16.7	0.0	38.9	11.1	22.2	11.1	22.2	27.8	50.0
Mooresville City	324	47.5	0.0	0.6	33.0	13.9	47.8	2.5	2.2	0.0	56.2	32.1	11.7
Stokes	562	57.1	0.4	2.8	41.6	12.3	38.8	0.9	2.3	0.9	54.1	30.6	15.3
Surry	691	62.2	2.0	2.7	37.5	20.0	36.9	0.4	0.3	0.1	62.4	25.5	12.2
Elkin City	89	67.4	2.2	3.4	41.6	20.2	30.3	0.0	2.2	0.0	66.3	24.7	9.0
Bridges**	10	80.0	20.0	0.0	40.0	20.0	20.0	0.0	0.0	0.0	80.0	20.0	0.0
Mount Airy City	156	71.2	0.6	0.6	44.2	25.6	26.9	1.3	0.0	0.6	53.8	33.3	12.8
Watauga	355	74.4	2.8	6.5	42.8	22.3	23.9	0.8	0.8	0.0	62.5	24.8	12.7
Wilkes	774	59.7	2.1	3.5	40.7	13.4	38.4	0.6	0.6	0.6	54.3	27.4	18.3
Yadkin	437	49.4	0.2	0.5	33.4	15.3	48.5	0.7	1.4	0.0	56.1	27.0	16.9

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Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9c. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Southwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	–
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Southwest Region	**21,800**	**58.0**	**1.5**	**3.2**	**34.9**	**18.4**	**39.1**	**1.3**	**1.2**	**0.3**	**55.2**	**28.2**	**16.5**
Anson	375	57.1	0.0	2.1	38.7	16.3	40.5	1.1	1.3	0.0	49.3	28.5	22.1
Cabarrus	1,450	62.3	4.1	8.8	23.7	25.7	34.8	2.0	0.8	0.1	65.2	24.0	10.8
Kannapolis City	332	41.3	1.2	1.2	22.0	16.9	56.0	1.2	0.6	0.9	51.5	36.1	12.3
Cleveland	810	53.8	0.4	1.4	34.2	17.9	44.0	1.4	0.9	0.0	56.3	25.3	18.4
Kings Mountain City	371	66.6	1.6	5.9	38.3	20.8	30.7	0.5	1.6	0.5	59.0	27.0	14.0
Shelby City	260	55.4	1.2	9.6	20.0	24.6	39.2	3.8	1.2	0.4	62.7	23.1	14.2
Gaston	2,423	64.9	0.6	1.7	44.0	18.6	33.8	0.4	0.8	0.2	55.3	28.5	16.2
Hoke	532	42.7	1.1	0.9	25.8	14.8	54.3	0.9	1.5	0.6	57.1	30.3	12.6
Lincoln	807	67.8	0.7	1.6	43.1	22.3	30.1	1.0	0.7	0.4	52.0	29.4	18.6
Lincoln Charter**	34	11.8	0.0	2.9	2.9	5.9	67.6	20.6	0.0	0.0	70.6	17.6	11.8
Charlotte/Mecklenburg	7,758	61.9	1.1	2.6	42.5	15.7	35.6	1.1	1.1	0.3	53.4	29.1	17.6
Community Charter**	10	0.0	0.0	0.0	0.0	0.0	80.0	20.0	0.0	0.0	30.0	70.0	0.0
Sugar Creek**	70	17.1	0.0	0.0	5.7	11.4	64.3	7.1	11.4	0.0	27.1	38.6	34.3
Montgomery	358	39.7	0.0	0.3	18.7	20.7	55.0	2.2	2.0	1.1	41.1	31.6	27.4
Moore	930	59.8	4.7	7.8	30.0	17.2	36.0	1.1	2.6	0.5	53.1	31.4	15.5
STARS**	17	23.5	0.0	0.0	11.8	11.8	64.7	0.0	5.9	5.9	58.8	23.5	17.6
Richmond	644	40.5	0.0	0.8	23.8	16.0	57.0	0.9	1.1	0.5	38.2	37.0	24.8
Rowan-Salisbury	1,558	49.2	1.0	1.1	25.5	21.7	46.3	2.1	1.7	0.6	59.9	27.7	12.5
Rowan Academy**	17	11.8	0.0	0.0	0.0	11.8	64.7	5.9	11.8	5.9	29.4	35.3	35.3
Scotland	505	53.1	0.0	1.4	33.1	18.6	45.1	1.2	0.4	0.2	56.6	26.5	16.8
Stanly	771	47.1	1.7	4.0	24.4	17.0	49.2	1.7	2.1	0.0	54.2	27.2	18.5
Union	1,768	58.8	3.6	6.1	26.6	22.5	38.5	1.7	0.8	0.1	63.2	23.0	13.8

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9d. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Northeast Region

	NUMBER TESTED	2.5 or above[†]	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Northeast Region	**6,684**	**49.7**	**0.9**	**2.1**	**30.2**	**16.5**	**45.8**	**1.8**	**2.2**	**0.5**	**51.2**	**30.8**	**18.0**
Beaufort	549	48.8	1.3	2.2	27.0	18.4	47.9	1.5	1.3	0.5	51.5	29.1	19.3
Bertie	277	37.9	0.7	0.0	24.2	13.0	56.3	2.2	2.5	1.1	43.7	30.3	26.0
Camden	101	47.5	0.0	2.0	28.7	16.8	44.6	3.0	4.0	1.0	42.6	28.7	28.7
Edenton/Chowan	169	34.9	1.2	1.8	16.0	16.0	56.8	4.1	4.1	0.0	42.0	33.7	24.3
Currituck	248	58.9	0.8	3.2	34.3	20.6	38.3	1.2	1.2	0.4	48.0	32.3	19.8
Dare	396	65.9	0.5	3.0	41.4	21.0	31.1	1.0	1.8	0.3	53.3	36.6	10.1
Edgecombe	577	36.4	0.7	1.4	21.0	13.3	53.6	3.8	5.5	0.7	54.9	28.2	16.8
Gates	147	49.7	4.8	6.1	16.3	22.4	48.3	0.7	1.4	0.0	58.5	26.5	15.0
Halifax	432	59.7	1.2	3.9	35.9	18.8	38.9	0.9	0.5	0.0	53.7	35.2	11.1
Roanoke Rapids City	232	62.9	2.6	1.7	38.4	20.3	35.8	0.9	0.4	0.0	47.0	33.2	19.8
Weldon City	107	64.5	0.9	3.7	40.2	19.6	33.6	1.9	0.0	0.0	52.3	38.3	9.3
Hertford	297	37.0	0.0	0.0	16.2	20.9	59.3	1.0	2.4	0.3	43.8	32.0	24.2
Hyde	64	35.9	0.0	0.0	17.2	18.8	50.0	4.7	4.7	4.7	40.6	31.3	28.1
Martin	385	35.3	2.9	1.6	17.9	13.0	60.5	0.8	3.1	0.3	42.6	35.8	21.6
Northampton	289	51.9	0.0	0.3	30.4	21.1	46.7	0.0	1.0	0.3	45.7	35.6	18.7
Elizabeth City/Pasquotank	490	38.4	0.2	2.0	17.6	18.6	54.1	3.1	3.5	1.0	56.1	24.7	19.2
Perquimans	141	55.3	0.0	0.0	31.2	24.1	41.1	1.4	2.1	0.0	66.0	19.9	14.2
Pitt	1,537	59.5	0.6	2.4	45.2	11.3	37.0	1.1	1.8	0.7	55.8	28.9	15.3
Tyrrell	57	26.3	1.8	0.0	14.0	10.5	68.4	3.5	1.8	0.0	35.1	40.4	24.6
Washington	189	35.4	1.6	4.2	9.5	20.1	58.2	6.3	0.0	0.0	38.6	31.7	29.6

Notes [†]The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9e. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Southeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	–
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Southeast Region	**17,385**	**55.2**	**1.6**	**3.8**	**31.3**	**18.5**	**40.9**	**1.9**	**1.7**	**0.4**	**55.1**	**28.0**	**16.9**
Bladen	424	56.8	0.2	2.6	37.7	16.3	39.6	1.9	0.9	0.7	56.6	25.9	17.5
Brunswick	818	60.6	2.1	5.6	27.4	25.6	35.7	2.7	0.9	0.1	61.6	26.0	12.3
Carteret	617	43.1	0.5	1.0	24.1	17.5	54.5	1.0	1.5	0.0	54.9	29.7	15.4
Tiller School**	14	35.7	0.0	0.0	7.1	28.6	64.3	0.0	0.0	0.0	57.1	21.4	21.4
Columbus	538	59.9	0.9	1.7	49.6	7.6	36.2	2.6	0.6	0.7	39.8	36.2	24.0
Whiteville City	207	40.6	5.3	4.3	21.7	9.2	50.2	4.8	4.3	0.0	42.5	22.7	34.8
Craven	1,158	57.7	0.5	0.9	38.9	17.3	38.2	2.1	1.7	0.3	54.5	29.7	15.8
Cumberland	4,032	58.4	2.1	4.7	33.3	18.3	36.9	2.0	2.2	0.5	62.5	24.7	12.8
Duplin	625	58.9	0.5	1.0	35.4	22.1	39.8	0.3	0.6	0.3	45.4	33.4	21.1
Greene	207	49.3	2.4	8.2	12.1	26.6	44.9	3.4	1.9	0.5	44.9	35.3	19.8
Jones	109	52.3	1.8	2.8	21.1	26.6	45.9	0.9	0.9	0.0	51.4	35.8	12.8
Lenoir	730	57.9	0.3	2.3	40.3	15.1	37.9	1.9	1.8	0.4	53.6	27.3	19.2
Children's Village Academy**	20	35.0	0.0	0.0	20.0	15.0	40.0	15.0	10.0	0.0	25.0	50.0	25.0
New Hanover	1,660	50.7	4.0	7.8	17.6	21.4	44.0	1.7	3.0	0.7	59.3	23.4	17.2
Onslow	1,566	52.4	3.4	7.3	20.9	20.8	42.7	2.1	2.6	0.2	51.9	26.2	22.0
Phase Academy**	16	25.0	0.0	0.0	25.0	0.0	50.0	12.5	12.5	0.0	50.0	31.3	18.8
Pamlico	123	48.0	1.6	0.8	24.4	21.1	39.8	8.1	2.4	1.6	61.8	30.9	7.3
Arapahoe**	29	69.0	0.0	3.4	48.3	17.2	31.0	0.0	0.0	0.0	72.4	13.8	13.8
Pender	487	54.2	0.2	0.8	40.5	12.7	43.7	0.8	1.0	0.2	46.4	39.2	14.4
Robeson	1,758	50.5	0.4	1.6	31.7	16.8	47.0	1.5	0.9	0.1	46.4	31.3	22.3
Sampson	570	64.7	1.2	6.1	34.7	22.6	31.6	2.5	0.7	0.5	52.6	30.7	16.7
Clinton City	207	55.1	0.5	1.9	32.9	19.8	41.1	1.9	1.4	0.5	49.8	37.2	13.0
Wayne	1,470	56.2	0.3	1.1	37.2	17.6	42.8	0.5	0.3	0.2	58.4	27.8	13.8

Notes †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Central Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Central Region	**30,458**	**58.6**	**1.8**	**3.6**	**35.9**	**17.3**	**38.1**	**1.4**	**1.5**	**0.5**	**60.2**	**26.2**	**13.6**
Alamance-Burlington	1,607	56.3	0.2	1.4	37.1	17.7	39.6	1.9	2.0	0.1	56.8	27.9	15.4
River Mill Charter**	20	20.0	0.0	0.0	10.0	10.0	65.0	10.0	5.0	0.0	90.0	5.0	5.0
Caswell	287	69.0	2.1	7.7	39.7	19.5	27.9	1.0	2.1	0.0	55.7	34.1	10.1
Chatham	564	66.5	0.5	3.2	44.9	17.9	30.3	1.2	1.6	0.4	52.8	29.4	17.7
Chatham Charter**	15	60.0	6.7	13.3	6.7	33.3	26.7	13.3	0.0	0.0	60.0	13.3	26.7
Woods Charter**	6	16.7	0.0	0.0	16.7	0.0	83.3	0.0	0.0	0.0	83.3	16.7	0.0
Durham	2,251	50.1	0.4	1.7	33.2	14.8	45.4	1.6	2.4	0.5	51.3	32.2	16.6
Maureen Joy**	26	26.9	0.0	0.0	23.1	3.8	61.5	3.8	7.7	0.0	53.8	23.1	23.1
Healthy Start**	76	38.2	0.0	0.0	22.4	15.8	51.3	7.9	1.3	1.3	31.6	36.8	31.6
Carter Community**	18	0.0	0.0	0.0	0.0	0.0	50.0	5.6	33.3	11.1	16.7	33.3	50.0
Turning Point**	18	16.7	0.0	0.0	5.6	11.1	66.7	5.6	5.6	5.6	27.8	22.2	50.0
Research Triangle**	9	33.3	0.0	0.0	11.1	22.2	44.4	11.1	11.1	0.0	33.3	11.1	55.6
Omuteko Gwamazima**	9	22.2	0.0	0.0	11.1	11.1	44.4	22.2	0.0	11.1	66.7	11.1	22.2
Franklin	632	49.4	0.0	0.9	26.7	21.7	46.8	1.4	1.9	0.5	48.7	33.5	17.7
Granville	670	53.1	0.3	1.2	29.3	22.4	41.9	2.2	2.2	0.4	59.3	27.8	13.0
Guilford	4,940	61.7	0.4	1.4	41.7	18.1	36.8	0.7	0.5	0.3	61.3	26.4	12.3
Greensboro Academy**	51	47.1	3.9	0.0	35.3	7.8	52.9	0.0	0.0	0.0	82.4	11.8	5.9
Halifax	13	30.8	0.0	0.0	23.1	7.7	61.5	0.0	7.7	0.0	15.4	38.5	46.2
Harnett	1,218	58.0	0.2	1.3	38.0	18.6	39.0	1.1	1.4	0.5	51.2	31.0	17.8
Harnett Early Childhood**	15	33.3	0.0	0.0	33.3	0.0	60.0	6.7	0.0	0.0	40.0	46.7	13.3
Johnston	1,649	58.2	0.4	1.6	36.4	19.8	38.1	1.6	1.8	0.3	58.9	28.4	12.7
Lee	735	58.4	1.5	4.4	34.6	18.0	35.6	1.9	3.5	0.5	52.8	26.3	21.0
Nash-Rocky Mount	1,345	52.3	0.7	0.8	38.3	12.5	43.2	1.5	1.7	1.3	59.3	25.1	15.5
Rocky Mt Charter Public**	72	20.8	0.0	0.0	15.3	5.6	68.1	4.2	4.2	2.8	59.7	20.8	19.4
Orange	551	62.8	1.5	2.7	46.8	11.8	34.8	0.9	1.3	0.2	67.3	26.0	6.7
Orange Co. Charter**	20	50.0	0.0	0.0	45.0	5.0	50.0	0.0	0.0	0.0	50.0	30.0	20.0
Chapel Hill-Carrboro City	693	63.9	8.9	11.0	26.8	17.2	32.9	1.4	1.4	0.3	76.9	17.0	6.1
Village Charter**	17	35.3	0.0	0.0	35.3	0.0	52.9	0.0	0.0	11.8	82.4	5.9	11.8
Person	482	61.8	0.2	2.3	36.9	22.4	34.9	1.7	1.5	0.2	57.9	29.7	12.4
Randolph	1,416	56.2	0.8	1.1	45.0	9.3	41.1	1.8	0.6	0.3	52.8	31.7	15.5
Asheboro City	344	30.5	1.5	0.6	16.0	12.5	65.7	0.6	2.3	0.9	55.5	27.9	16.6
Rockingham	1,175	53.7	0.5	1.4	33.4	18.5	43.4	1.2	1.0	0.7	54.8	27.4	17.8
Vance	625	40.3	0.6	1.6	20.8	17.3	54.9	2.1	2.7	0.0	49.3	24.3	26.4
Vance Charter**	18	44.4	0.0	11.1	5.6	27.8	44.4	11.1	0.0	0.0	77.8	11.1	11.1
Wake	7,489	67.8	4.6	8.6	35.7	18.9	28.9	1.4	1.3	0.5	70.0	20.8	9.2
Magellan**	66	72.7	12.1	7.6	40.9	12.1	27.3	0.0	0.0	0.0	87.9	7.6	4.5

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Central Region (continued)

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	–
State	**99,038**	**57.6**	**1.5**	**3.2**	**35.1**	**17.8**	**39.2**	**1.4**	**1.4**	**0.4**	**56.7**	**27.6**	**15.6**
Sterling Montessori**	15	60.0	6.7	0.0	33.3	20.0	40.0	0.0	0.0	0.0	60.0	33.3	6.7
Franklin Academy**	41	39.0	0.0	2.4	19.5	17.1	53.7	4.9	2.4	0.0	68.3	22.0	9.8
East Wake Academy**	30	30.0	0.0	3.3	10.0	16.7	66.7	3.3	0.0	0.0	13.3	63.3	23.3
SPARC Academy**	38	10.5	0.0	0.0	2.6	7.9	81.6	0.0	5.3	2.6	26.3	31.6	42.1
Northeast Raleigh**	7	42.9	0.0	0.0	14.3	28.6	57.1	0.0	0.0	0.0	28.6	28.6	42.9
Quest Academy**	5	40.0	0.0	0.0	20.0	20.0	60.0	0.0	0.0	0.0	100.0	0.0	0.0
Warren	261	40.6	0.0	0.4	23.8	16.5	57.1	1.5	0.4	0.4	47.5	37.9	14.6
Wilson	885	48.5	1.9	1.2	29.8	15.5	48.6	1.4	1.2	0.3	58.6	27.0	14.4
S.B. Howard**	34	35.3	0.0	2.9	2.9	29.4	58.8	0.0	2.9	2.9	41.2	23.5	35.3

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 10a. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Western Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Western Region	**7,238**	**72.3**	**1.7**	**4.4**	**48.9**	**17.3**	**25.2**	**1.0**	**1.4**	**0.1**	**81.3**	**13.4**	**5.3**
Buncombe	1,969	73.6	2.4	5.3	44.8	21.1	24.4	1.2	0.7	0.1	82.2	14.0	3.9
Asheville City	285	58.9	3.2	2.1	38.6	15.1	40.0	0.0	0.7	0.4	75.1	19.3	5.6
Francine Delany**	14	71.4	7.1	0.0	64.3	0.0	28.6	0.0	0.0	0.0	100.0	0.0	0.0
Evergreen Community**	26	53.8	0.0	0.0	30.8	23.1	38.5	3.8	3.8	0.0	69.2	23.1	7.7
Cherokee	262	82.8	0.4	6.1	61.8	14.5	16.8	0.4	0.0	0.0	85.5	9.5	5.0
The Learning Center**	9	55.6	0.0	0.0	55.6	0.0	33.3	0.0	11.1	0.0	66.7	22.2	11.1
Clay	92	73.9	3.3	7.6	43.5	19.6	19.6	4.3	2.2	0.0	81.5	17.4	1.1
Graham	101	67.3	2.0	8.9	41.6	14.9	26.7	1.0	5.0	0.0	63.4	18.8	17.8
Haywood	584	75.0	1.2	3.1	59.6	11.1	24.0	0.3	0.7	0.0	80.7	14.4	5.0
Henderson	842	80.2	2.6	8.2	53.6	15.8	17.3	1.2	1.3	0.0	90.1	7.1	2.7
Jackson	277	79.8	1.8	2.9	49.1	26.0	19.1	0.4	0.7	0.0	84.8	10.8	4.3
Summit Charter**	17	82.4	0.0	5.9	52.9	23.5	17.6	0.0	0.0	0.0	100.0	0.0	0.0
Macon	344	79.1	0.9	1.7	57.8	18.6	19.2	0.6	1.2	0.0	80.5	15.4	4.1
Madison	205	71.2	0.5	2.4	56.1	12.2	24.9	0.5	3.4	0.0	75.1	13.2	11.7
McDowell	462	52.6	1.9	3.0	33.1	14.5	39.4	1.9	6.1	0.0	80.7	11.7	7.6
Mitchell	175	63.4	1.1	6.3	42.3	13.7	30.9	2.9	2.9	0.0	84.0	8.6	7.4
Polk	163	62.6	0.6	4.9	37.4	19.6	36.2	0.6	0.6	0.0	74.8	16.0	9.2
Rutherford	730	70.7	0.8	1.8	48.2	19.9	27.3	1.0	0.7	0.4	77.4	17.7	4.9
Thomas Jefferson**	51	60.8	0.0	0.0	39.2	21.6	29.4	0.0	9.8	0.0	76.5	11.8	11.8
Swain	119	83.2	0.0	5.9	62.2	15.1	16.0	0.8	0.0	0.0	82.4	11.8	5.9
Transylvania	295	56.9	1.7	1.0	43.1	11.2	40.0	1.0	2.0	0.0	69.2	18.6	12.2
Brevard Academy**	25	68.0	0.0	4.0	52.0	12.0	32.0	0.0	0.0	0.0	96.0	0.0	4.0
Yancey	191	93.2	0.0	5.2	77.0	11.0	6.8	0.0	0.0	0.0	86.4	9.4	4.2

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Notes † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 10h. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	–
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Northwest Region	**14,600**	**77.6**	**2.6**	**5.0**	**54.4**	**15.6**	**20.5**	**0.7**	**1.1**	**0.2**	**81.1**	**13.7**	**5.2**
Alexander	418	77.8	1.7	3.1	55.3	17.7	20.1	1.0	1.2	0.0	73.9	18.4	7.7
Alleghany	86	66.3	2.3	5.8	44.2	14.0	30.2	0.0	3.5	0.0	81.4	12.8	5.8
Ashe	230	87.4	8.3	15.2	57.8	6.1	12.2	0.4	0.0	0.0	76.5	11.7	11.7
Avery	167	80.8	1.2	3.6	60.5	15.6	18.6	0.6	0.0	0.0	83.2	10.8	6.0
Grandfather Academy**	2	*	*	*	*	*	*	*	*	*	*	*	*
Crossnore Academy**	5	20.0	0.0	0.0	20.0	0.0	60.0	0.0	20.0	0.0	80.0	20.0	0.0
Burke	1,078	82.4	1.4	6.5	56.7	17.8	16.6	0.5	0.6	0.0	77.6	17.3	5.2
Caldwell	930	81.0	1.9	3.5	60.2	15.3	17.2	0.8	1.1	0.0	81.2	14.1	4.7
Catawba	1,183	82.9	2.0	4.3	62.6	14.0	16.1	0.5	0.5	0.0	88.6	8.3	3.1
Hickory City	329	74.5	2.4	4.3	54.7	13.1	21.6	1.2	2.7	0.0	78.7	14.6	6.7
Newton Conover City	195	80.0	0.5	7.7	56.9	14.9	19.5	0.5	0.0	0.0	75.9	14.4	9.7
Davidson	1,414	81.0	4.2	4.7	64.2	7.9	18.0	0.5	0.4	0.1	85.8	11.5	2.8
Lexington City	220	64.1	5.0	4.5	41.8	12.7	30.0	0.9	5.0	0.0	65.9	22.7	11.4
Thomasville City	158	43.0	0.0	1.3	14.6	27.2	52.5	1.3	3.2	0.0	75.9	9.5	14.6
Davie	440	70.9	2.3	3.4	45.7	19.5	26.8	1.6	0.7	0.0	90.9	6.8	2.3
Winston-Salem/Forsyth	3,008	75.6	2.0	4.8	50.6	18.1	22.6	0.5	1.2	0.2	83.2	12.2	4.6
Lift Academy**	13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	100.0
Quality Education**	15	40.0	0.0	0.0	26.7	13.3	60.0	0.0	0.0	0.0	26.7	73.3	0.0
Downtown Middle**	131	69.5	4.6	4.6	47.3	13.0	28.2	0.8	0.0	1.5	90.8	6.1	3.1
C.G. Woodson**	15	46.7	0.0	0.0	13.3	33.3	53.3	0.0	0.0	0.0	53.3	26.7	20.0
Iredell-Statesville	1,255	75.9	2.2	4.8	51.3	17.6	22.4	0.6	1.0	0.1	74.6	19.6	5.8
American Ren. Middle**	38	65.8	0.0	0.0	39.5	26.3	28.9	0.0	5.3	0.0	97.4	2.6	0.0
Mooresville City	286	85.7	1.4	5.9	51.7	26.6	13.3	0.7	0.3	0.0	83.9	14.0	2.1
Stokes	560	66.4	0.9	2.3	43.9	19.3	30.5	1.4	1.6	0.0	79.6	15.2	5.2
Surry	582	88.0	4.8	7.2	63.9	12.0	10.7	0.3	1.0	0.0	79.2	15.6	5.2
Elkin City	80	86.3	11.3	5.0	58.8	11.3	10.0	0.0	3.8	0.0	72.5	21.3	6.3
Bridges**	11	63.6	0.0	0.0	45.5	18.2	36.4	0.0	0.0	0.0	90.9	0.0	9.1
Mount Airy City	136	79.4	5.1	4.4	52.9	16.9	19.9	0.0	0.7	0.0	81.6	2.2	16.2
Watauga	389	90.7	8.2	5.7	68.1	8.7	8.7	0.3	0.3	0.0	92.5	5.4	2.1
Wilkes	779	72.9	2.1	6.0	48.5	16.3	23.9	1.2	2.1	0.0	73.2	20.7	6.2
Yadkin	447	73.8	0.9	5.8	51.9	15.2	25.1	0.2	0.7	0.2	79.0	15.4	5.6

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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Table 10c. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Southwest Region	**20,416**	**74.6**	**2.0**	**4.6**	**51.2**	**16.7**	**22.8**	**1.2**	**1.4**	**0.1**	**79.6**	**14.3**	**6.0**
Anson	312	66.7	0.0	3.2	39.7	23.7	28.2	1.9	3.2	0.0	71.8	16.7	11.5
Cabarrus	1,359	79.5	2.8	4.6	57.2	14.9	18.6	0.7	1.2	0.0	78.6	15.1	6.3
Kannapolis City	324	54.9	1.2	2.8	24.1	26.9	37.7	4.3	3.1	0.0	65.4	22.5	12.0
Cleveland	711	79.9	4.2	5.2	61.7	8.7	19.1	0.1	0.8	0.0	92.5	3.8	3.7
Kings Mountain City	335	60.0	0.9	4.2	26.6	28.4	33.4	3.9	2.7	0.0	62.1	18.8	19.1
Shelby City	215	71.6	1.4	3.3	49.8	17.2	25.1	0.5	2.8	0.0	70.7	23.7	5.6
Gaston	2,289	79.2	3.2	6.9	54.7	14.4	19.0	0.8	0.7	0.2	79.2	15.1	5.7
Hoke	444	60.1	0.0	1.6	41.4	17.1	35.1	2.0	2.7	0.0	77.3	15.8	7.0
Lincoln	804	70.6	0.9	3.4	46.8	19.7	26.5	1.1	1.7	0.0	74.6	17.5	7.8
Lincoln Charter**	18	66.7	0.0	16.7	38.9	11.1	33.3	0.0	0.0	0.0	72.2	16.7	11.1
Charlotte/Mecklenburg	7,336	71.4	1.9	3.7	47.2	18.5	25.6	1.2	1.6	0.1	81.0	13.9	5.1
Kennedy Charter**	2	*	*	*	*	*	*	*	*	*	*	*	*
Lake Norman**	87	72.4	1.1	1.1	48.3	21.8	26.4	0.0	1.1	0.0	96.6	3.4	0.0
Montgomery	317	77.9	0.0	5.4	58.0	14.5	18.9	0.3	2.8	0.0	73.5	20.5	6.0
Moore	880	85.6	3.2	7.6	63.6	11.1	13.4	0.5	0.6	0.0	80.2	13.8	6.0
MAST**	34	55.9	2.9	0.0	32.4	20.6	35.3	2.9	5.9	0.0	70.6	0.0	29.4
Richmond	589	86.8	2.4	6.5	67.2	10.7	10.5	1.2	1.4	0.2	80.6	11.9	7.5
Rowan-Salisbury	1,553	79.5	1.7	4.8	58.5	14.4	18.5	0.8	1.2	0.1	79.1	13.7	7.3
Scotland	478	82.2	0.6	3.3	56.9	21.3	17.2	0.4	0.2	0.0	74.9	21.5	3.6
Stanly	758	86.9	2.4	4.4	65.0	15.2	12.3	0.5	0.3	0.0	83.4	12.4	4.2
Union	1,571	67.3	1.5	5.2	44.4	16.2	29.2	2.1	1.2	0.1	81.7	13.3	5.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

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Table 10d. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Northeast Region	**6,361**	**64.4**	**1.5**	**2.9**	**43.7**	**16.3**	**31.6**	**1.7**	**2.2**	**0.1**	**75.0**	**17.6**	**7.5**
Beaufort	533	69.6	2.1	3.4	46.0	18.2	25.5	1.7	3.2	0.0	75.0	17.4	7.5
Bertie	286	64.3	2.4	1.7	49.7	10.5	32.5	0.3	2.4	0.3	81.5	13.6	4.9
Camden	102	72.5	1.0	0.0	60.8	10.8	25.5	1.0	1.0	0.0	89.2	10.8	0.0
Edenton/Chowan	200	73.5	0.0	2.0	51.0	20.5	23.0	2.0	1.5	0.0	68.5	19.5	12.0
Currituck	236	61.9	0.4	0.8	44.1	16.5	34.7	2.5	0.8	0.0	71.2	19.9	8.9
Dare	367	87.7	3.8	5.4	66.2	12.3	10.6	0.5	1.1	0.0	79.0	15.0	6.0
Edgecombe	568	53.0	0.4	3.7	28.0	21.0	41.4	2.1	3.5	0.0	70.6	17.8	11.6
Gates	138	64.5	1.4	0.7	46.4	15.9	34.1	0.0	1.4	0.0	89.1	8.0	2.9
Halifax	415	64.8	0.5	6.0	38.6	19.8	30.1	2.7	2.4	0.0'	61.9	27.7	8.4
Roanoke Rapids City	225	55.6	0.4	0.4	36.0	18.7	39.6	1.3	3.1	0.4	81.3	12.0	6.7
Weldon City	82	84.1	0.0	3.7	64.6	15.9	15.9	0.0	0.0	0.0	58.5	12.2	29.3
Hertford	282	37.9	0.0	1.1	13.5	23.4	52.8	6.4	2.8	0.0	68.4	19.1	12.4
Hyde	54	48.1	0.0	0.0	27.8	20.4	42.6	1.9	7.4	0.0	81.5	3.7	14.8
Martin	382	66.2	0.8	1.0	48.7	15.7	30.4	1.6	1.3	0.5	69.6	24.1	6.3
Northampton	263	70.3	4.9	4.6	44.9	16.0	28.5	0.8	0.4	0.0	68.8	26.6	4.6
Elizabeth City/Pasquotank	447	78.3	2.2	4.7	57.9	13.4	19.9	0.7	1.1	0.0	84.6	11.0	4.5
Perquimans	144	72.2	0.0	0.0	62.5	9.7	27.1	0.7	0.0	0.0	71.5	20.1	8.3
Pitt	1,373	63.9	1.9	3.1	43.3	15.6	33.1	1.5	1.3	0.1	78.6	16.7	4.7
Right Step**	19	31.6	0.0	0.0	10.5	21.1	47.4	5.3	15.8	0.0	68.4	21.1	10.5
Tyrrell	76	42.1	1.3	1.3	31.6	7.9	46.1	1.3	10.5	0.0	86.8	10.5	2.6
Washington	169	33.7	0.0	0.6	22.5	10.7	53.3	3.6	9.5	0.0	63.3	19.5	17.2

Notes † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix

Table 10e. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Southeast Region	**16,638**	**68.3**	**1.1**	**3.3**	**47.1**	**16.8**	**28.9**	**1.0**	**1.6**	**0.1**	**79.0**	**15.2**	**5.8**
Bladen	410	60.7	0.5	0.5	37.8	22.0	36.1	0.7	2.4	0.0	76.3	18.0	5.6
Brunswick	699	78.7	2.7	4.0	52.5	19.5	20.6	0.3	0.3	0.1	78.1	17.9	4.0
Evergreen Community**	1	*	*	*	*	*	*	*	*	*	*	*	*
Carteret	669	77.7	2.2	4.6	60.5	10.3	20.8	0.7	0.7	0.0	80.7	12.7	6.6
Columbus	538	68.6	0.9	2.0	50.4	15.2	29.4	0.9	0.9	0.2	79.7	10.4	9.9
Whiteville City	213	50.7	1.9	2.3	28.2	18.3	45.5	0.9	2.8	0.0	67.6	19.7	12.7
Craven	1,079	57.3	0.4	1.9	40.2	14.7	39.5	0.8	2.2	0.2	79.6	15.5	4.9
Cumberland	3,828	75.5	0.8	3.8	53.7	17.2	22.1	0.7	1.6	0.1	82.3	13.7	4.0
Oma's Inc **	18	55.6	0.0	5.6	38.9	11.1	44.4	0.0	0.0	0.0	94.4	5.6	0.0
Duplin	612	72.9	0.7	2.8	48.0	21.4	24.3	1.8	1.0	0.0	74.5	19.6	5.9
Greene	202	41.1	0.0	0.5	24.8	15.8	49.5	4.0	5.4	0.0	68.8	21.8	9.4
Jones	96	54.2	0.0	0.0	42.7	11.5	39.6	3.1	3.1	0.0	80.2	12.5	7.3
Lenoir	756	68.3	0.3	3.6	43.3	21.2	28.4	1.7	1.6	0.0	76.3	18.0	5.7
New Hanover	1,470	72.1	2.2	5.0	49.0	15.9	26.6	0.6	0.7	0.0	87.4	10.4	2.2
Onslow	1,597	55.0	2.0	2.4	36.4	14.2	39.4	2.3	3.3	0.1	76.0	14.5	9.5
Phase Academy**	18	38.9	0.0	0.0	27.8	11.1	61.1	0.0	0.0	0.0	94.4	5.6	0.0
Pamlico	123	76.4	3.3	4.1	52.0	17.1	22.8	0.8	0.0	0.0	79.7	13.0	7.3
Arapahoe**	41	48.8	0.0	0.0	36.6	12.2	48.8	0.0	2.4	0.0	65.9	29.3	4.9
Pender	478	83.1	1.9	4.2	64.9	12.1	16.5	0.0	0.4	0.0	72.2	21.5	6.3
Robeson	1,698	56.2	0.2	1.9	35.6	18.5	40.0	1.5	1.9	0.3	73.7	19.7	6.7
CIS Academy**	34	11.8	0.0	0.0	8.8	2.9	88.2	0.0	0.0	0.0	67.6	26.5	5.9
Sampson	526	71.5	1.1	3.0	47.9	19.4	26.2	1.0	1.3	0.0	74.5	16.9	8.6
Clinton City	168	76.8	2.4	7.7	46.4	20.2	20.2	1.2	1.8	0.0	70.2	18.5	11.3
Wayne	1,364	76.3	0.7	4.0	54.3	17.3	21.8	0.4	1.2	0.3	82.7	12.3	5.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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Table 10f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Central Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Central Region	**28,314**	**70.9**	**1.6**	**3.8**	**49.8**	**15.6**	**26.2**	**1.1**	**1.7**	**0.1**	**81.9**	**13.0**	**5.1**
Alamance-Burlington	1,534	80.2	1.6	6.1	58.9	13.6	17.3	0.8	1.4	0.3	81.0	13.7	5.3
Lakeside School**	3	*	*	*	*	*	*	*	*	*	*	*	*
River Mill Charter**	23	73.9	0.0	0.0	56.5	17.4	26.1	0.0	0.0	0.0	95.7	4.3	0.0
Caswell	269	77.0	2.6	3.7	53.5	17.1	21.2	0.7	0.7	0.4	78.4	14.9	6.7
Chatham	514	74.3	1.6	4.1	47.9	20.8	22.4	1.6	1.8	0.0	80.9	13.8	5.3
Chatham Charter**	13	100.0	0.0	0.0	69.2	30.8	0.0	0.0	0.0	0.0	92.3	0.0	7.7
Woods Charter**	16	50.0	0.0	0.0	31.3	18.8	43.8	6.3	0.0	0.0	93.8	6.3	0.0
Durham	2,068	62.4	1.3	3.5	37.8	19.8	33.5	1.6	2.4	0.1	79.3	15.3	5.4
Carter Community**	28	21.4	0.0	0.0	3.6	17.9	67.9	3.6	7.1	0.0	75.0	14.3	10.7
Kestrel Heights**	40	42.5	0.0	2.5	22.5	17.5	47.5	2.5	7.5	0.0	67.5	22.5	10.0
Success Academy**	6	0.0	0.0	0.0	0.0	0.0	50.0	16.7	33.3	0.0	50.0	16.7	33.3
Omuteko Gwamaziima**	7	42.9	0.0	0.0	28.6	14.3	42.9	14.3	0.0	0.0	71.4	14.3	14.3
Franklin	589	72.0	0.5	3.4	54.7	13.4	25.5	0.5	2.0	0.0	79.8	16.6	3.6
Granville	590	77.8	2.0	3.6	56.8	15.4	19.5	1.4	0.3	1.0	82.2	13.4	4.4
Guilford	4,580	70.0	1.6	3.4	49.7	15.4	26.9	1.0	2.1	0.1	81.9	12.8	5.4
Imani Institute**	41	70.7	0.0	2.4	24.4	43.9	29.3	0.0	0.0	0.0	92.7	7.3	0.0
Harnett	1,213	69.1	0.3	2.6	47.7	18.5	28.7	0.5	1.6	0.1	77.9	17.4	4.7
Johnston	1,449	79.6	1.7	2.9	58.7	16.4	18.8	0.8	0.6	0.1	82.5	13.0	4.5
Lee	646	74.1	0.9	4.0	55.7	13.5	22.0	0.5	3.1	0.3	77.6	13.2	9.3
Provisions Academy**	22	9.1	0.0	0.0	4.5	4.5	50.0	31.8	9.1	0.0	86.4	13.6	0.0
Nash-Rocky Mount	1,213	78.4	1.1	3.7	60.5	13.1	19.2	1.1	1.3	0.0	85.6	10.9	3.5
Rocky Mt Charter Public**	92	28.3	0.0	0.0	16.3	12.0	69.6	1.1	1.1	0.0	82.6	16.3	1.1
Orange	485	66.4	2.5	2.5	50.5	10.9	30.9	0.6	2.1	0.0	89.7	6.6	3.7
Orange Co. Charter**	19	47.4	0.0	0.0	26.3	21.1	52.6	0.0	0.0	0.0	84.2	0.0	15.8
Chapel Hill-Carrboro City	676	82.2	3.4	7.2	55.6	16.0	15.2	1.3	0.9	0.3	88.6	7.7	3.7
Village Charter**	13	30.8	0.0	0.0	23.1	7.7	69.2	0.0	0.0	0.0	100.0	0.0	0.0
Person	464	68.5	1.7	2.6	44.6	19.6	29.3	0.9	1.1	0.2	82.3	11.0	6.7
Randolph	1,229	62.9	1.2	4.0	40.8	16.8	32.1	2.0	3.0	0.0	77.8	14.9	7.3
Asheboro City	345	76.2	1.4	6.7	58.0	10.1	20.3	0.6	2.6	0.3	78.3	13.9	7.8
Rockingham	1,118	76.7	1.5	5.4	56.4	13.3	22.4	0.4	0.5	0.0	78.7	15.7	5.5
Vance	579	60.1	0.9	1.0	38.7	19.5	35.6	1.2	3.1	0.0	70.8	22.6	6.6
Wake	7,046	70.9	2.5	4.0	49.7	14.7	26.2	1.2	1.7	0.1	83.7	11.8	4.5
Exploris**	56	94.6	0.0	10.7	76.8	7.1	5.4	0.0	0.0	0.0	92.9	5.4	1.8
Magellan**	63	100.0	4.8	17.5	71.4	6.3	0.0	0.0	0.0	0.0	96.8	3.2	0.0
Sterling Montessori**	13	53.8	0.0	0.0	30.8	23.1	46.2	0.0	0.0	0.0	100.0	0.0	0.0
East Wake Academy**	37	27.0	0.0	2.7	8.1	16.2	56.8	10.8	5.4	0.0	70.3	13.5	16.2
Sankore School**	14	78.6	0.0	7.1	42.9	28.6	21.4	0.0	0.0	0.0	57.1	35.7	7.1
SPARC Academy**	30	23.3	0.0	0.0	16.7	6.7	66.7	10.0	0.0	0.0	90.0	0.0	10.0
Quest Academy**	15	80.0	0.0	0.0	46.7	33.3	20.0	0.0	0.0	0.0	93.3	0.0	6.7

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 10f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Central Region (continued)

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**93,567**	**71.9**	**1.8**	**4.0**	**49.9**	**16.3**	**25.3**	**1.1**	**1.5**	**0.1**	**80.2**	**14.2**	**5.6**
Warren	254	51.2	0.8	3.1	37.8	9.4	44.9	2.8	1.2	0.0	80.7	11.4	7.9
Wilson	888	65.5	0.5	2.1	44.6	18.4	32.7	0.7	1.0	0.1	87.6	9.7	2.7
S.B. Howard**	14	28.6	0.0	0.0	14.3	14.3	71.4	0.0	0.0	0.0	78.6	21.4	0.0

Notes † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 11a. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Western Region	**7,193**	**58.6**	**80**	**55.0**	**35**	**62.9**	**485**	**53.0**	**120**	**45.0**	**105**	**61.9**	**6,328**	**59.2**
Buncombe	1,832	63.6	10	60.0	11	81.8	104	64.4	29	51.7	42	64.3	1,623	63.8
Asheville City	299	65.2	2	*	0	*	124	50.0	2	*	7	100.0	158	75.9
Francine Delany**	21	66.7	0	*	0	*	9	44.4	0	*	0	*	12	83.3
Evergreen Community**	25	60.0	0	*	0	*	2	*	0	*	4	*	19	63.2
Cherokee	275	63.3	4	*	2	*	7	71.4	3	*	2	*	256	62.5
The Learning Center**	10	0.0	0	*	0	*	2	*	0	*	0	*	8	0.0
Clay	87	58.6	0	*	1	*	0	*	1	*	1	*	84	59.5
Graham	92	58.7	8	62.5	0	*	0	*	0	*	0	*	84	58.3
Haywood	597	58.8	2	*	1	*	4	*	7	28.6	6	100.0	576	58.5
Henderson	860	61.4	3	*	4	*	36	47.2	38	44.7	13	38.5	764	63.0
Mountain Community**	17	100.0	0	*	0	*	0	*	0	*	1	*	16	100.0
Jackson	286	54.9	22	54.5	0	*	2	*	3	*	0	*	256	54.7
Summit Charter**	19	15.8	0	*	0	*	0	*	0	*	0	*	19	15.8
Macon	295	56.6	1	*	0	*	3	*	1	*	6	83.3	284	56.7
Madison	189	41.8	0	*	0	*	0	*	0	*	0	*	188	41.5
McDowell	530	43.4	4	*	11	9.1	25	40.0	9	11.1	2	*	477	44.9
Mitchell	182	58.8	1	*	0	*	0	*	1	*	1	*	178	59.0
Polk	172	66.3	0	*	0	*	16	75.0	7	71.4	1	*	145	64.8
Rutherford	792	56.2	1	*	3	*	130	53.8	14	57.1	10	30.0	631	57.2
Swain	130	65.4	21	57.1	0	*	0	*	1	*	0	*	104	67.3
Transylvania	283	58.7	1	*	2	*	17	29.4	2	*	8	37.5	253	62.1
Brevard Academy**	16	50.0	0	*	0	*	2	*	0	*	0	*	14	57.1
Yancey	184	47.3	0	*	0	*	2	*	2	*	1	*	179	48.6

Notes † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 11b. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Northwest Region	**15,518**	**60.9**	**37**	**59.5**	**342**	**66.7**	**2,422**	**45.1**	**480**	**48.1**	**197**	**56.3**	**11,944**	**64.6**
Alexander	401	56.1	1	*	14	57.1	25	32.0	8	75.0	0	*	352	57.1
Alleghany	114	52.6	0	*	0	*	1	*	0	*	1	*	112	53.6
Ashe	223	61.0	0	*	0	*	1	*	2	*	1	*	217	61.8
Avery	168	66.7	0	*	0	*	0	*	1	*	0	*	166	66.9
Grandfather Academy**	1	*	0	*	0	*	0	*	0	*	0	*	1	*
Crossnore Academy**	5	0.0	0	*	0	*	2	*	0	*	0	*	3	*
Burke	1,162	65.9	2	*	99	70.7	79	43.0	29	44.8	15	80.0	920	67.9
Caldwell	990	60.4	0	*	5	60.0	66	42.4	17	41.2	15	46.7	884	62.4
Catawba	1,211	65.2	1	*	63	74.6	80	53.8	31	74.2	17	70.6	1,008	65.1
Englemann**	27	22.2	0	*	0	*	10	20.0	0	*	0	*	17	23.5
Hickory City	354	63.3	1	*	38	63.2	91	52.7	15	53.3	14	42.9	194	70.6
Newton Conover City	203	50.7	1	*	13	53.8	43	39.5	14	35.7	4	*	128	56.3
Davidson	1,500	65.3	6	66.7	8	25.0	30	46.7	11	63.6	11	36.4	1,424	66.2
Lexington City	223	24.7	1	*	16	25.0	100	26.0	29	17.2	8	37.5	69	24.6
Thomasville City	192	48.4	0	*	1	*	85	49.4	11	54.5	4	*	89	46.1
Davie	468	59.2	2	*	1	*	43	48.8	10	50.0	2	*	406	60.3
Winston-Salem/Forsyth	3,477	60.6	8	50.0	35	77.1	1,300	45.9	149	47.0	58	55.2	1,907	71.5
Quality Education**	8	62.5	0	*	0	*	8	62.5	0	*	0	*	0	*
C.G. Woodson**	18	38.9	0	*	0	*	18	38.9	0	*	0	*	0	*
East Winston Primary**	13	15.4	0	*	0	*	13	15.4	0	*	0	*	0	*
Forsyth Academies**	42	57.1	0	*	0	*	20	45.0	0	*	0	*	21	71.4
Iredell-Statesville	1,302	65.7	11	54.5	26	61.5	209	50.7	40	52.5	20	65.0	986	69.7
American Renaissance**	18	16.7	0	*	0	*	5	0.0	0	*	0	*	13	23.1
Mooresville City	324	47.5	0	*	6	100.0	64	31.3	3	*	2	*	249	50.2
Stokes	562	57.1	2	*	0	*	22	36.4	9	33.3	10	50.0	518	58.7
Surry	691	62.2	0	*	4	*	25	40.0	43	58.1	1	*	616	63.3
Elkin City	89	67.4	0	*	0	*	4	*	5	60.0	1	*	78	66.7
Bridges**	10	80.0	0	*	0	*	0	*	0	*	0	*	10	80.0
Mount Airy City	156	71.2	0	*	4	*	19	89.5	2	*	2	*	129	69.8
Watauga	355	74.4	0	*	3	*	6	33.3	2	*	1	*	341	75.1
Wilkes	774	59.7	1	*	5	80.0	31	51.6	16	50.0	5	60.0	714	60.1
Yadkin	437	49.4	0	*	1	*	22	31.8	33	33.3	5	20.0	372	52.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
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Table 11c. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above[†]	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Southwest Region	**21,800**	**58.0**	**231**	**50.6**	**449**	**62.1**	**6,631**	**46.6**	**668**	**48.5**	**315**	**56.8**	**13,362**	**64.3**
Anson	375	57.1	4	*	7	57.1	227	52.0	1	*	2	*	132	65.2
Cabarrus	1,450	62.3	10	70.0	11	72.7	180	48.3	55	41.8	22	68.2	1,157	65.5
Kannapolis City	332	41.3	2	*	2	*	92	34.8	20	35.0	6	66.7	209	44.5
Cleveland	810	53.8	4	*	1	*	197	40.1	3	*	12	33.3	589	59.3
Kings Mountain City	371	66.6	1	*	8	62.5	76	56.6	2	*	16	25.0	265	72.5
Shelby City	260	55.4	2	*	0	*	154	45.5	2	*	3	*	99	71.7
Gaston	2,423	64.9	4	*	34	76.5	483	53.0	42	69.0	26	65.4	1,826	67.8
Hoke	532	42.7	73	38.4	2	*	244	38.5	18	50.0	21	61.9	166	48.2
Lincoln	807	67.8	3	*	3	*	82	62.2	34	44.1	7	42.9	671	69.9
Lincoln Charter**	34	11.8	0	*	0	*	2	*	1	*	1	*	28	14.3
Charlotte/Mecklenburg	7,758	61.9	38	55.3	298	65.1	3,222	50.8	275	52.7	101	63.4	3,761	72.0
Community Charter**	10	0.0	0	*	0	*	9	0.0	0	*	0	*	1	*
Sugar Creek**	70	17.1	0	*	1	*	65	16.9	1	*	3	*	0	*
Montgomery	358	39.7	0	*	15	46.7	95	30.5	44	36.4	4	*	200	44.0
Moore	930	59.8	16	50.0	[illegible]	*	236	44.1	40	47.5	29	58.6	600	67.2
STARS**	17	23.5	0	*	0	*	8	12.5	0	*	0	*	9	33.3
Richmond	644	40.5	10	30.0	2	*	248	35.9	14	35.7	10	10.0	352	45.5
Rowan-Salisbury	1,558	49.2	8	37.5	16	50.0	330	38.2	41	58.5	18	61.1	1,139	52.0
Rowan Academy**	17	11.8	0	*	0	*	16	6.3	0	*	0	*	1	*
Scotland	505	53.1	45	60.0	3	*	229	43.2	2	*	6	66.7	218	61.5
Stanly	771	47.1	3	*	32	34.4	111	29.7	8	25.0	11	45.5	603	51.2
Union	1,768	58.8	8	75.0	12	58.3	325	40.3	65	38.5	17	70.6	1,336	64.1

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Notes: [†] The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
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Table 11d. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Northeast Region	**6,697**	**49.7**	**47**	**44.7**	**29**	**72.4**	**3,369**	**42.5**	**85**	**44.7**	**74**	**60.8**	**3,056**	**57.3**
Beaufort	549	48.8	0	*	0	*	232	37.1	12	33.3	9	22.2	296	59.5
Bertie	277	37.9	0	*	0	*	223	36.3	2	*	1	*	49	46.9
Camden	101	47.5	2	*	1	*	13	61.5	0	*	0	*	85	44.7
Edenton/Chowan	169	34.9	0	*	0	*	95	30.5	2	*	1	*	71	42.3
Currituck	248	58.9	1	*	0	*	19	31.6	3	*	3	*	220	60.0
Dare	396	65.9	0	*	1	*	12	41.7	6	66.7	9	55.6	365	67.1
Edgecombe	577	36.4	2	*	0	*	318	29.9	16	43.8	6	100.0	234	43.6
Gates	147	49.7	0	*	1	*	54	42.6	0	*	3	*	89	51.7
Halifax	445	58.9	26	42.3	0	*	372	58.9	1	*	2	*	43	69.8
Roanoke Rapids City	232	62.9	2	*	5	100.0	38	52.6	4	*	2	*	181	63.5
Weldon City	107	64.5	0	*	0	*	96	61.5	0	*	5	100.0	5	80.0
Hertford	297	37.0	8	37.5	0	*	234	32.9	0	*	1	*	52	57.7
Hyde	64	35.9	0	*	0	*	36	27.8	0	*	0	*	28	46.4
Martin	385	35.3	1	*	2	*	226	28.8	5	40.0	4	*	142	47.9
Northampton	289	51.9	0	*	0	*	241	50.6	0	*	1	*	43	58.1
Elizabeth City/Pasquotank	490	38.4	1	*	5	40.0	244	36.1	3	*	6	33.3	231	41.1
Perquimans	141	55.3	0	*	0	*	51	43.1	1	*	1	*	88	62.5
Pitt	1,537	59.5	3	*	14	85.7	709	52.8	30	50.0	18	72.2	747	65.1
Tyrrell	57	26.3	0	*	0	*	28	21.4	0	*	0	*	29	31.0
Washington	189	35.4	1	*	0	*	128	28.1	0	*	2	*	58	50.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 11e. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Southeast Region	**17,385**	**55.2**	**954**	**53.0**	**114**	**66.7**	**6,133**	**47.9**	**601**	**55.9**	**381**	**55.9**	**9,066**	**60.3**
Bladen	424	56.8	5	20.0	0	*	225	53.8	6	66.7	2	*	186	61.3
Brunswick	818	60.6	7	71.4	1	*	164	56.1	12	58.3	16	62.5	615	61.5
Carteret	617	43.1	3	*	1	*	67	32.8	10	40.0	3	*	529	44.6
Tiller School**	14	35.7	0	*	0	*	0	*	0	*	2	*	11	36.4
Columbus	538	59.9	32	59.4	0	*	231	53.2	8	62.5	3	*	261	65.5
Whiteville City	207	40.6	3	*	0	*	95	27.4	5	60.0	0	*	104	52.9
Craven	1,158	57.7	4	*	6	66.7	390	47.7	27	59.3	24	54.2	705	63.3
Cumberland	4,032	58.4	80	63.8	50	76.0	1,753	51.1	199	61.8	138	59.4	1,754	64.5
Duplin	625	58.9	3	*	1	*	222	54.5	64	45.3	4	*	328	64.6
Greene	207	49.3	1	*	0	*	117	36.8	15	53.3	1	*	73	68.5
Jones	109	52.3	0	*	0	*	60	51.7	2	*	1	*	46	54.3
Lenoir	730	57.9	2	*	1	*	339	49.6	14	28.6	9	77.8	362	66.0
Children's Village Academy**	20	35.0	0	*	0	*	20	35.0	0	*	0	*	0	*
New Hanover	1,660	50.7	14	21.4	11	54.5	443	34.1	22	72.7	47	51.1	1,105	57.6
Onslow	1,566	52.4	17	47.1	18	55.6	364	44.8	57	42.1	68	48.5	1,029	56.3
Phase Academy**	16	25.0	0	*	0	*	8	12.5	0	*	3	*	4	*
Pamlico	123	48.0	1	*	0	*	40	30.0	1	*	2	*	79	58.2
Arapahoe**	29	69.0	0	*	0	*	4	*	0	*	0	*	24	66.7
Pender	487	54.2	1	*	2	*	153	53.6	13	38.5	8	50.0	305	55.4
Robeson	1,758	50.5	761	52.3	4	*	531	45.0	31	64.5	24	66.7	398	52.3
Sampson	570	64.7	12	91.7	1	*	201	59.7	52	65.4	3	*	301	66.8
Clinton City	207	55.1	5	20.0	2	*	100	49.0	12	50.0	3	*	85	65.9
Wayne	1,470	56.2	3	*	16	62.5	606	46.2	51	54.9	20	50.0	762	64.7

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 11f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above[†]	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Central Region	**30,445**	**58.6**	**161**	**42.2**	**569**	**72.6**	**10,211**	**46.4**	**1,082**	**44.6**	**579**	**62.2**	**17,595**	**66.3**
Alamance-Burlington	1,607	56.3	1	*	12	83.3	429	41.8	72	41.7	17	58.8	1,071	62.2
River Mill Charter**	20	20.0	0	*	0	*	0	*	0	*	0	*	4	*
Caswell	287	69.0	2	*	0	*	132	66.7	6	33.3	5	80.0	141	73.0
Chatham	564	66.5	3	*	2	*	131	60.3	51	51.0	21	61.9	353	71.7
Chatham Charter**	15	60.0	0	*	1	*	1	*	0	*	0	*	13	61.5
Woods Charter**	6	16.7	0	*	0	*	2	*	0	*	0	*	4	*
Durham	2,251	50.1	14	14.3	31	64.5	1,319	42.8	76	31.6	49	73.5	731	63.6
Maureen Joy**	26	26.9	0	*	0	*	25	28.0	0	*	1	*	0	*
Healthy Start**	76	38.2	0	*	0	*	74	39.2	0	*	0	*	2	*
Carter Community**	18	0.0	0	*	0	*	18	0.0	0	*	0	*	0	*
Turning Point**	18	16.7	0	*	0	*	15	20.0	0	*	2	*	0	*
Research Triangle**	9	33.3	0	*	0	*	7	28.6	0	*	1	*	0	*
Omuteko Gwamaziima**	9	22.2	0	*	0	*	9	22.2	0	*	0	*	0	*
Franklin	632	49.4	2	*	2	*	251	39.8	16	25.0	7	71.4	352	57.1
Granville	670	53.1	4	*	0	*	258	45.0	15	40.0	7	57.1	383	59.0
Guilford	4,940	61.7	28	35.7	176	60.2	2,056	51.8	99	60.6	115	67.0	2,440	70.4
Greensboro Academy**	51	47.1	0	*	0	*	2	*	1	*	3	*	44	52.3
Harnett	1,218	58.0	12	58.3	2	*	361	51.0	61	41.0	26	53.8	746	63.4
Harnett Early Childhood**	15	33.3	0	*	1	*	14	28.6	0	*	0	*	0	*
Johnston	1,649	58.2	6	33.3	3	*	324	46.9	99	46.5	20	40.0	1,191	62.8
Lee	735	58.4	3	*	4	*	180	43.9	107	42.1	9	66.7	430	67.4
Nash-Rocky Mount	1,345	52.3	7	14.3	9	100.0	684	45.9	40	37.5	18	44.4	575	60.7
Rocky Mt Charter Public**	72	20.8	1	*	1	*	44	13.6	4	*	1	*	21	33.3
Orange	551	62.8	6	66.7	1	*	114	59.6	13	46.2	13	61.5	402	64.4
Orange Co. Charter**	20	50.0	0	*	0	*	0	*	0	*	0	*	19	47.4
Chapel Hill-Carrboro City	693	63.9	1	*	49	85.7	116	31.0	26	57.7	15	66.7	481	70.3
Village Charter**	17	35.3	0	*	2	*	8	0.0	0	*	0	*	7	57.1
Person	482	61.8	5	40.0	0	*	173	55.5	12	58.3	8	37.5	282	67.4
Randolph	1,416	56.2	7	28.6	9	44.4	64	31.3	41	46.3	17	35.3	1,269	58.6
Asheboro City	344	30.5	2	*	5	20.0	53	7.5	45	15.6	9	55.6	227	38.8
Rockingham	1,175	53.7	5	60.0	7	57.1	308	48.7	33	60.6	28	46.4	792	55.6
Vance	625	40.3	1	*	2	*	417	33.8	19	21.1	6	33.3	178	58.4
Vance Charter**	18	44.4	0	*	0	*	3	*	0	*	0	*	15	46.7
Wake	7,489	67.8	37	51.4	243	81.1	1,858	51.1	203	51.2	165	71.5	4,888	74.5
Magellan**	66	72.7	0	*	4	*	8	50.0	1	*	0	*	53	75.5

Notes: [†] The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 11f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Central Region (continued)

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above[†]	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**99,038**	**57.6**	**1,510**	**51.5**	**1,538**	**67.6**	**29,251**	**46.3**	**3,036**	**48.3**	**1,651**	**58.9**	**61,351**	**63.5**
Sterling Montessori**	15	60.0	0	*	2	*	0	*	0	*	2	*	11	63.6
Franklin Academy**	41	39.0	0	*	1	*	3	*	0	*	0	*	37	40.5
East Wake Academy**	30	30.0	0	*	0	*	10	30.0	0	*	0	*	20	30.0
SPARC Academy**	38	10.5	0	*	0	*	37	10.8	0	*	1	*	0	*
Northeast Raleigh**	7	42.9	0	*	0	*	5	40.0	0	*	0	*	2	*
Quest Academy**	5	40.0	0	*	0	*	1	*	0	*	0	*	3	*
Warren	261	40.6	11	54.5	0	*	190	36.3	3	*	3	*	54	51.9
Wilson	885	48.5	3	*	0	*	479	40.7	35	34.3	9	55.6	353	60.3
S.B. Howard**	34	35.3	0	*	0	*	28	35.7	4	*	1	*	1	*

Notes: [†] The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12a. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
Western Region	**7,239**	**72.3**	**110**	**71.8**	**39**	**66.7**	**472**	**54.9**	**109**	**64.2**	**76**	**65.8**	**6,402**	**73.8**
Buncombe	1,969	73.6	19	57.9	9	77.8	85	67.1	30	73.3	30	66.7	1,785	74.4
Asheville City	285	58.9	0	*	0	*	136	44.9	4	*	5	40.0	138	72.5
Francine Delany**	14	71.4	0	*	0	*	2	*	0	*	0	*	12	66.7
Evergreen Community**	27	51.9	0	*	0	*	4	*	0	*	0	*	22	59.1
Cherokee	262	82.8	2	*	0	*	4	*	2	*	5	60.0	249	83.9
The Learning Center**	9	55.6	0	*	1	*	0	*	0	*	0	*	8	50.0
Clay	92	73.9	1	*	0	*	1	*	0	*	1	*	87	72.4
Graham	101	67.3	15	86.7	0	*	0	*	0	*	4	*	82	64.6
Haywood	584	75.0	5	20.0	2	*	9	66.7	6	66.7	3	*	558	75.6
Henderson	842	80.2	5	40.0	4	*	45	60.0	37	59.5	10	90.0	736	82.3
Jackson	277	79.8	29	82.8	5	80.0	2	*	2	*	3	*	236	79.7
Summit Charter**	17	82.4	0	*	0	*	0	*	1	*	0	*	16	81.3
Macon	344	79.1	1	*	1	*	4	*	1	*	1	*	335	79.4
Madison	205	71.2	1	*	1	*	1	*	2	*	1	*	199	71.4
McDowell	462	52.6	1	*	13	46.2	26	42.3	6	33.3	2	*	411	54.0
Mitchell	175	63.4	0	*	0	*	0	*	3	*	1	*	171	63.7
Polk	163	62.6	1	*	0	*	8	37.5	5	20.0	1	*	147	65.3
Rutherford	730	70.7	3	*	0	*	124	58.9	8	87.5	6	50.0	586	73.2
Thomas Jefferson**	51	60.8	0	*	0	*	3	*	0	*	1	*	47	63.8
Swain	119	83.2	25	92.0	0	*	1	*	0	*	0	*	92	81.5
Transylvania	295	56.9	1	*	3	*	14	42.9	2	*	1	*	274	58.4
Brevard Academy**	25	68.0	1	*	0	*	1	*	0	*	0	*	23	69.6
Yancey	191	93.2	0	*	0	*	2	*	0	*	1	*	188	93.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12b. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
Northwest Region	**14,600**	**77.6**	**40**	**62.5**	**304**	**75.0**	**2,168**	**64.9**	**398**	**59.3**	**176**	**72.7**	**11,447**	**80.9**
Alexander	418	77.8	2	•	12	58.3	22	77.3	4	•	0	•	378	78.6
Alleghany	86	66.3	0	•	0	•	0	•	0	•	0	•	86	66.3
Ashe	230	87.4	0	•	1	•	0	•	3	•	2	•	224	87.1
Avery	167	80.8	0	•	0	•	2	•	0	•	0	•	165	81.2
Grandfather Academy**	2	•	0	•	0	•	1	•	0	•	0	•	1	•
Crossnore Academy**	5	20.0	0	•	0	•	0	•	0	•	0	•	5	20.0
Burke	1,078	82.4	3	•	82	73.2	74	75.7	20	65.0	12	75.0	884	84.4
Caldwell	930	81.0	0	•	2	•	70	70.0	15	86.7	13	76.9	828	81.9
Catawba	1,183	82.9	8	75.0	76	75.0	74	70.3	28	60.7	14	78.6	980	85.3
Hickory City	329	74.5	0	•	32	90.6	85	49.4	11	63.6	10	70.0	187	84.5
Newton Conover City	195	80.0	1	•	13	76.9	32	68.8	17	70.6	3	•	128	85.9
Davidson	1,414	81.0	5	80.0	6	100.0	27	63.0	14	50.0	8	62.5	1,351	81.9
Lexington City	220	64.1	0	•	14	57.1	101	59.4	17	58.8	9	44.4	74	74.3
Thomasville City	158	43.0	0	•	1	•	73	35.6	6	83.3	3	•	72	48.6
Davie	440	70.9	2	•	2	•	49	55.1	4	•	2	•	379	72.6
Winston-Salem/Forsyth	3,008	75.6	10	60.0	22	86.4	1,049	68.4	137	44.5	45	77.8	1,727	82.3
Lift Academy**	13	0.0	0	•	0	•	13	0.0	0	•	0	•	0	•
Quality Education**	15	40.0	0	•	0	•	15	40.0	0	•	0	•	0	•
Downtown Middle**	131	69.5	0	•	0	•	62	66.1	3	•	4	•	62	71.0
C G Woodson**	15	46.7	0	•	0	•	15	46.7	0	•	0	•	0	•
Iredell-Statesville	1,255	75.9	6	50.0	21	57.1	229	65.5	27	77.8	14	64.3	951	79.1
American Ren Middle**	38	65.8	0	•	0	•	3	•	0	•	1	•	33	66.7
Mooresville City	286	85.7	1	•	7	71.4	52	75.0	2	•	5	60.0	218	89.4
Stokes	560	66.4	1	•	0	•	27	40.7	6	83.3	4	•	519	67.4
Surry	582	88.0	1	•	3	•	18	72.2	24	75.0	5	80.0	528	89.4
Elkin City	80	86.3	0	•	1	•	3	•	5	20.0	0	•	70	91.4
Bridges**	11	63.6	0	•	0	•	1	•	0	•	0	•	10	60.0
Mount Airy City	136	79.4	0	•	5	60.0	16	75.0	1	•	1	•	113	80.5
Watauga	389	90.7	0	•	1	•	5	80.0	5	80.0	5	100.0	370	90.8
Wilkes	779	72.9	0	•	2	•	32	59.4	19	52.6	7	42.9	716	74.3
Yadkin	447	73.8	0	•	1	•	18	61.1	30	53.3	9	77.8	388	76.0

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Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
abbreviated. The complete name can be found in the Appendix.

Table 12c. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
Southwest Region	**20,416**	**74.6**	**211**	**64.0**	**439**	**77.0**	**5,969**	**63.3**	**558**	**61.3**	**253**	**76.3**	**12,866**	**80.5**
Anson	312	66.7	5	60.0	1	*	193	61.1	1	*	3	*	108	77.8
Cabarrus	1,359	79.5	5	60.0	12	58.3	168	69.6	34	55.9	18	77.8	1,111	82.0
Kannapolis City	324	54.9	0	*	5	60.0	103	37.9	11	54.5	9	55.6	191	64.9
Cleveland	711	79.9	0	*	1	*	140	75.0	6	50.0	2	*	561	81.5
Kings Mountain City	335	60.0	1	*	5	80.0	59	54.2	2	*	10	80.0	257	59.5
Shelby City	215	71.6	1	*	2	*	122	64.8	1	*	1	*	88	79.5
Gaston	2,289	79.2	10	70.0	20	100.0	394	71.8	38	76.3	30	76.7	1,781	81.0
Hoke	444	60.1	53	52.8	3	*	213	53.5	15	60.0	22	72.7	128	72.7
Lincoln	804	70.6	6	83.3	4	*	67	56.7	38	47.4	9	88.9	675	72.7
Lincoln Charter**	18	66.7	0	*	0	*	0	*	3	*	0	*	15	66.7
Charlotte/Mecklenburg	7,336	71.4	32	59.4	303	76.2	3,107	60.1	234	59.4	89	76.4	3,525	81.7
Kennedy Charter**	2	*	0	*	0	*	2	*	0	*	0	*	0	*
Lake Norman**	87	72.4	0	*	0	*	5	60.0	2	*	0	*	80	72.5
Montgomery	317	77.9	2	*	17	88.2	79	70.9	36	69.4	6	100.0	176	82.4
Moore	880	85.6	10	60.0	5	100.0	186	75.3	27	48.1	12	83.3	632	90.7
MAST**	34	55.9	0	*	0	*	10	50.0	0	*	1	*	23	60.9
Richmond	589	86.8	12	91.7	2	*	224	83.5	8	75.0	4	*	338	89.1
Rowan-Salisbury	1,553	79.5	13	38.5	18	55.6	319	69.0	33	78.8	11	63.6	1,153	83.3
Scotland	478	82.2	53	75.5	1	*	205	76.1	5	100.0	6	100.0	205	89.3
Stanly	758	86.9	4	*	31	77.4	112	72.3	6	83.3	6	100.0	595	90.1
Union	1,571	67.3	4	*	9	77.8	261	52.1	58	53.4	14	71.4	1,224	71.2

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12d. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
Northeast Region	**6,361**	**64.4**	**49**	**61.2**	**30**	**80.0**	**3,229**	**56.3**	**66**	**60.6**	**88**	**60.2**	**2,864**	**73.8**
Beaufort	533	69.6	1	*	0	*	213	62.4	6	50.0	8	62.5	303	75.6
Bertie	286	64.3	1	*	0	*	226	60.6	1	*	4	*	54	75.9
Camden	102	72.5	0	*	2	*	12	66.7	0	*	1	*	86	72.1
Edenton/Chowan	200	73.5	0	*	0	*	108	69.4	2	*	2	*	88	79.5
Currituck	236	61.9	0	*	3	*	25	60.0	2	*	1	*	204	61.3
Dare	367	87.7	1	*	1	*	16	43.8	9	66.7	5	100.0	334	90.4
Edgecombe	568	53.0	3	*	1	*	322	49.1	5	20.0	4	*	231	59.7
Gates	138	64.5	0	*	0	*	57	57.9	0	*	1	*	78	70.5
Halifax	415	64.8	26	84.6	0	*	354	64.1	2	*	4	*	27	66.7
Roanoke Rapids City	225	55.6	2	*	6	83.3	55	40.0	2	*	4	*	155	60.0
Weldon City	82	84.1	0	*	0	*	74	83.8	0	*	2	*	6	83.3
Hertford	282	37.9	7	14.3	1	*	219	34.2	2	*	5	40.0	46	54.3
Hyde	54	48.1	0	*	0	*	24	45.8	0	*	0	*	30	50.0
Martin	382	66.2	0	*	0	*	219	63.5	6	83.3	1	*	154	68.8
Northampton	263	70.3	2	*	0	*	207	70.5	1	*	2	*	51	70.6
Elizabeth City/Pasquotank	447	78.3	1	*	3	*	220	70.9	5	60.0	8	87.5	205	86.8
Perquimans	144	72.2	0	*	0	*	51	60.8	0	*	2	*	91	79.1
Pitt	1,373	63.9	4	*	13	69.2	650	51.2	22	54.5	30	46.7	644	78.3
Right Step**	19	31.6	0	*	0	*	19	31.6	0	*	0	*	0	*
Tyrrell	76	42.1	0	*	0	*	38	28.9	1	*	2	*	33	57.6
Washington	169	33.7	1	*	0	*	120	28.3	0	*	2	*	44	50.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12e. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
Southeast Region	**16,637**	**68.3**	**982**	**57.4**	**107**	**79.4**	**5,728**	**62.1**	**589**	**65.2**	**443**	**70.4**	**8,615**	**73.7**
Bladen	410	60.7	7	42.9	0	*	194	56.7	9	44.4	5	60.0	191	67.0
Brunswick	699	78.7	5	60.0	2	*	149	71.8	12	75.0	6	100.0	523	80.5
Carteret	669	77.7	4	*	3	*	68	64.7	3	*	14	78.6	571	79.2
Columbus	538	68.6	36	66.7	0	*	204	61.8	5	20.0	6	66.7	274	75.5
Whiteville City	213	50.7	1	*	2	*	87	37.9	1	*	6	50.0	114	61.4
Craven	1,079	57.3	7	14.3	7	57.1	356	49.2	27	59.3	34	47.1	634	62.8
Cumberland	3,828	75.5	80	67.5	42	92.9	1,696	70.2	213	77.5	165	80.6	1,563	80.4
Oma's Inc **	18	55.6	0	*	0	*	10	50.0	2	*	1	*	4	*
Duplin	612	72.9	3	*	0	*	221	69.7	58	53.4	6	66.7	320	79.1
Greene	202	41.1	1	*	0	*	100	36.0	10	30.0	5	40.0	85	49.4
Jones	96	54.2	1	*	0	*	47	55.3	1	*	4	*	43	51.2
Lenoir	756	68.3	2	*	0	*	369	58.3	25	68.0	9	77.8	350	78.6
New Hanover	1,470	72.1	12	66.7	14	78.6	363	56.7	17	76.5	21	71.4	1,033	77.3
Onslow	1,597	55.0	18	50.0	23	56.5	332	46.4	73	56.2	79	53.2	1,044	57.9
Phase Academy**	18	38.9	1	*	0	*	13	38.5	0	*	2	*	2	*
Pamlico	123	76.4	1	*	0	*	34	58.8	1	*	1	*	86	82.6
Arapahoe**	41	48.8	0	*	0	*	2	*	0	*	0	*	39	46.2
Pender	478	83.1	3	*	0	*	170	77.6	16	75.0	4	*	282	87.2
Robeson	1,698	56.2	756	56.9	5	100.0	485	51.1	29	48.3	42	66.7	373	60.3
CIS Academy**	34	11.8	23	13.0	0	*	7	14.3	0	*	1	*	3	*
Sampson	526	71.5	10	80.0	1	*	172	62.8	42	66.7	5	80.0	295	76.9
Clinton City	168	76.8	8	75.0	0	*	79	67.1	7	42.9	1	*	73	90.4
Wayne	1,364	76.3	3	*	8	87.5	570	71.8	38	50.0	26	100.0	713	80.2

Notes † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
Central Region	**28,314**	**70.9**	**139**	**59.7**	**520**	**76.5**	**9,229**	**59.1**	**885**	**57.7**	**631**	**67.7**	**16,709**	**78.2**
Alamance-Burlington	1,534	80.2	5	60.0	20	95.0	403	74.4	73	60.3	34	82.4	996	83.7
Lakeside School**	3	*	0	*	0	*	2	*	0	*	0	*	1	*
River Mill Charter**	23	73.9	0	*	0	*	3	*	0	*	1	*	19	73.7
Caswell	269	77.0	1	*	0	*	106	77.4	1	*	3	*	155	77.4
Chatham	514	74.3	2	*	1	*	133	64.7	41	63.4	12	66.7	325	79.7
Chatham Charter**	13	100.0	0	*	1	*	4	*	0	*	0	*	8	100.0
Woods Charter**	16	50.0	0	*	0	*	3	*	0	*	0	*	13	46.2
Durham	2,068	62.4	6	16.7	35	74.3	1,220	53.6	69	49.3	65	69.2	649	79.2
Carter Community**	28	21.4	0	*	0	*	24	20.8	1	*	1	*	2	*
Kestrel Heights**	40	42.5	0	*	0	*	18	22.2	0	*	1	*	21	57.1
Success Academy**	6	0.0	1	*	0	*	5	0.0	0	*	0	*	0	*
Omuteko Gwamaziima**	7	42.9	0	*	0	*	7	42.9	0	*	0	*	0	*
Franklin	589	72.0	2	*	1	*	228	58.8	16	56.3	5	60.0	333	82.0
Granville	590	77.8	2	*	2	*	231	74.9	11	45.5	9	77.8	326	81.9
Guilford	4,580	70.0	21	52.4	125	68.8	1,741	57.4	62	64.5	105	63.8	2,503	79.5
Imani Institute**	41	70.7	0	*	0	*	36	69.4	0	*	2	*	3	*
Harnett	1,213	69.1	12	75.0	5	60.0	324	63.3	48	64.6	21	71.4	791	71.6
Johnston	1,449	79.6	6	83.3	4	*	289	74.7	76	60.5	36	63.9	1,028	83.1
Lee	646	74.1	3	*	3	*	166	66.3	66	57.6	13	46.2	395	81.3
Provisions Academy**	22	9.1	0	*	0	*	9	0.0	0	*	0	*	13	15.4
Nash-Rocky Mount	1,213	78.4	4	*	7	71.4	629	71.2	21	61.9	19	78.9	526	88.4
Rocky Mt Charter Public**	92	28.3	0	*	2	*	44	20.5	3	*	2	*	41	39.0
Orange	485	66.4	1	*	5	80.0	113	59.3	10	50.0	15	53.3	340	69.7
Orange Co. Charter**	19	47.4	0	*	0	*	0	*	0	*	2	*	17	47.1
Chapel Hill-Carrboro City	676	82.2	1	*	44	88.6	102	52.0	12	75.0	23	82.6	482	88.2
Village Charter**	13	30.8	0	*	0	*	4	*	0	*	1	*	8	37.5
Person	464	68.5	4	*	1	*	171	60.8	7	57.1	3	*	276	73.9
Randolph	1,229	62.9	11	63.6	4	*	58	56.9	39	51.3	10	50.0	1,104	63.9
Asheboro City	345	76.2	2	*	6	66.7	57	63.2	37	59.5	9	44.4	231	83.5
Rockingham	1,118	76.7	6	83.3	5	80.0	278	64.7	26	57.7	15	93.3	784	81.3
Vance	579	60.1	2	*	0	*	359	53.8	12	25.0	9	77.8	195	73.3
Wake	7,046	70.9	26	57.7	245	79.6	1,761	53.7	214	57.0	187	68.4	4,547	78.0
Exploris**	56	94.6	0	*	0	*	6	100.0	2	*	1	*	47	93.6
Magellan**	63	100.0	0	*	2	*	4	*	1	*	1	*	54	100.0
Sterling Montessori**	13	53.8	0	*	0	*	0	*	1	*	0	*	12	58.3
East Wake Academy**	37	27.0	0	*	0	*	3	*	0	*	1	*	33	27.3
Sankore School**	14	78.6	0	*	0	*	13	76.9	0	*	0	*	0	*

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12f. North Carolina Testing Program, Annual Writing Assessment, 1999-00
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Central Region (continued)

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**93,567**	**71.9**	**1,531**	**59.8**	**1,439**	**76.4**	**26,795**	**60.8**	**2,605**	**60.8**	**1,667**	**69.8**	**58,903**	**77.9**
SPARC Academy**	30	23.3	0	*	0	*	28	25.0	0	*	2	*	0	*
Quest Academy**	15	80.0	0	*	0	*	0	*	0	*	0	*	15	80.0
Warren	254	51.2	19	52.6	0	*	181	47.5	2	*	5	100.0	45	64.4
Wilson	888	65.5	2	*	2	*	452	58.6	34	61.8	18	55.6	371	75.7
S B Howard**	14	28.6	0	*	0	*	14	28.6	0	*	0	*	0	*

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Part II

North Carolina Test of English II

Grade 10

North Carolina
1999-2000 English II Report of Student Performance
Grade 10

Overview

- The English II Assessment of Writing, an end-of-course test, is a component of the North Carolina Statewide Testing Program. It is a state-mandated assessment of student performance in writing at grade 10 that focuses on world literature other than British or American.

- The North Carolina Assessment of English II was administered statewide in November 1999 and March 2000. This is the ninth year the English II assessment has been given to all English II students. Student essays are scored on a six-point scale for content and a three-point, four-domain scale for conventions. A standard of 3.0 for English II (Level III or above) was adopted by the State Board of Education in September 1997. (Previous reports used a reference point of 3.5.)

Findings

- Student performance in English II increased this year when compared to student performance in 1998-99. Although scores improved statewide, there was variation in student performance in English II among schools and school districts.

- Statewide student performance in English II increased by 1.2 percentage points when compared to the previous year. In 1999-00 approximately 58.0 percent of all students who took the test achieved a score of 3.0 (the standard) or greater. In 1998-99, 56.8 percent of the students who took the test achieved a score of 3.0 or greater.

- Higher percentages of female students than male students received the top writing scores.

- Generally, a greater percentage of White students (65.5%) received higher English II scores followed by the percentage of Asian students (58.6%), Multi-racial students (57.2%), Other Students (52.6%), Hispanic students (50.4%), American Indian students (44.6%), and Black students (41.3%).

- While North Carolina schools continue to work diligently preparing students to meet more rigorous standards in the basic academic areas, in writing there is variation in performance among students, classrooms, schools, and ethnic groups.

- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the result of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be emphasized in every classroom by including the assessment of writing as a component of the ABCs Accountability Program.

- Providing students with a solid educational foundation in writing and communication skills ensures that they are better prepared to become successful and competitive in the global marketplace of the twenty-first century.
- *Table 1 on page 81 depicts percentages of students in the state scoring at or above the current accountability reference point of 3.0. A disaggregation by ethnicity and gender is also provided.*

What is the English II Essay Assessment?

- The North Carolina Test of English II, a component of the North Carolina Statewide Testing Program, is a state-mandated assessment of student performance in writing at grade 10.
- The English II writing assessment was added to the North Carolina Testing Program in 1991-92 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensures that ample time and resources are allotted for the development of the writing process in the classroom.
- The purposes of the English II test are to assess mastery of the writing curriculum, to assess the application of grammatical skills, and to assess achievement of literary analysis. All students enrolled in English II are required to respond to an expository, literature-based prompt for their writing task.

How is the English II Essay administered?

- On the day of testing, the teacher removes from a sealed envelope individual copies of a writing prompt. The writing prompt provides instructions that set forth the task. Each student has 100 minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs, or students with limited language proficiency, if appropriate.

How are scores reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to English II teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student essays to acquire a better understanding of the scoring criteria and to interpret scores for students and parents. Teachers receive a class roster with focused holistic scores as well as analytic scores for conventions for each student.
- Each year summary scores are returned to all schools and school systems in the state.

How are the compositions scored?

- Each student composition is scored by two independent readers. The composition is assigned a 0 - 6 or Non-Scorable score by each reader. For an essay where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's composition. For example, a student may receive 2.5, 3.5, 4.5, etc. as a score.

There were 82,418 English II public school student papers which were scored by two readers and re-scored by the scoring director if the readers differed by more than one point on the six-point scale. The agreement rate of the readers is shown below in Table 1.

Table 1

English II Reader Agreement Status Across Administrations

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
82,418	77.1	22.7	0.3

The 65 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. The quality of each composition, regardless of mode, is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's paper based on these characteristics.
- A second, independent evaluation assesses every student's performance in each of the following four areas of conventions: sentence formation, usage, mechanics, and spelling. An analytic score is assigned and reported for each of the four areas.
- Every year the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

Results of the English II Essay Test

- For the March English II Assessment, students were asked to write a well-organized composition in response to the following prompt:

> *In many works of literature, a minor secondary character fulfills a specific function. The minor character may provide comic relief, serve as a contrast or foil to the main character, provide a different point of view, or perform some other function.*
>
> *From the novels, short stories, full-length plays, poems, biographies, and autobiographies you have read, choose one work that has a minor character and explain the purpose of the minor character, the effect he/she has on the main character, and his/her effect on the overall work. The work you choose must be from world literature other than British literature (England, Ireland, Scotland, and Wales) and American (United States) literature. Give the title and, if you remember, the author of the work.*

- For the 1999-00 school year across all cycles, readers scored 82,418 public school essays for English II. The scores show that 58.0 percent of the students wrote well enough to score at or above 3.0. This represents an increase of 1.2 percentage points from the 56.8 percent who achieved this level in 1998-99. About 0.2 percent of the students received the highest scores of 5.5 and 6.0, and 7.7 percent received the scores of 1.0 and 1.5. Approximately 1.3 percent of the papers were blank, unreadable, or off-topic in comparison to 1.5 percent in 1998-99 (see Figure 1 and Figure 2, pages 82 and 83).
- The convention score is an analytic score reported in four areas: sentence formation, usage, mechanics, and spelling. The scale within each area is a 3 point scale with a score of 3 being a paper containing one or two minor errors in a particular area. In sentence formation, 46.6 percent scored a 3 (an increase from 43.3 percent in 1998-99) while 11.0 percent were rated a score of 1 (a decrease from 12.5 percent in 1998-99). In usage, 10.2 percent of students earned a 3 (an increase from 8.2 percent in 1998-99) while 43.1 percent received a 1 (a decrease from 45.0 percent in 1998-99). In mechanics, 23.1 percent had a score of 3 and 21.3 percent had a score of 1 as compared to 1998-99 with 25.0 percent and 18.4 percent respectively. Also, 19.8 percent received a score of 3 in spelling (21.1 percent in 1998-99), and 29.7 percent obtained a score of 1 (27.8 percent in 1998-99). (See Figure 3, page 84)

Performance of subgroups

Gender. Approximately 65.0 percent of the female students scored at or above 3.0 compared to 51.1 percent for male students.

Ethnicity. About 65.5 percent of the White students scored at or above 3.0 compared to 58.6 percent for Asian students, 57.2 percent for Multi-racial students, 52.6 percent for Other students, 50.4 percent for Hispanic students, 44.6 percent for American Indian students, and 41.3 percent for Black students.

- *Table 2 on page 81 shows the percentages of students at or above* 3.0 for each subgroup (see also Figure 4, page 86).
- *Table 3 on page 85 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment observations

- At grade 10, scores increased compared to student performance in 1998-99. More students achieved a score of 3.0; however, fewer students attained scores at the higher end of the score scale. The latter appears to have resulted from students neglecting to select details carefully and relate them to the main idea. In other words, many responses focused more on plot summary and irrelevant details than on literary analysis and elaboration that were closely linked to the main idea. While details from a text can and should be used effectively as elaboration, students must be selective in choosing details that are relevant to supporting the main idea, rather than lapsing into excessive plot summary.

1999-00

North Carolina

English II

Writing Assessment

State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested in English II, the percentage of students scoring at each of the focused holistic score point values, and the percentage of students scoring at or above 3.0 is provided for all categories of students. In addition, the percentage of students achieving the score points in sentence formation, usage, mechanics, and spelling are graphically depicted

Table 2. North Carolina Testing Program
Annual English II Assessment, 1996-97 to 1999-00
Percent of Students at or above the Standard of 3.0

Group	Percent of Students				English II (Grade 10)			
	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00
Number Tested	100.0%	100.0%	100.0%	100.0%	79,662	81,260	81,563	82,418
					Percent At or Above 3.0			
All Students	100.0%	100.0%	100.0%	100.0%	49.7%	46.0%	56.8%	58.0%
Gender								
Female	50.0%	50.3%	50.0%	49.9%	56.7%	52.6%	63.3%	65.0%
Male	50.0%	49.8%	50.0%	50.1%	43.0%	39.3%	50.4%	51.1%
Ethnicity								
American Indian	1.6%	1.5%	1.6%	1.5%	30.1%	30.0%	41.1%	44.6%
Asian	1.4%	1.6%	1.7%	1.9%	57.3%	51.9%	59.1%	58.6%
Black	28.1%	27.7%	27.6%	26.6%	33.1%	29.1%	38.8%	41.3%
Hispanic	1.5%	1.7%	1.8%	2.2%	42.0%	37.7%	47.3%	50.4%
Multi-racial	1.4%	1.5%	1.4%	1.5%	53.4%	46.5%	55.5%	57.2%
White	64.9%	64.8%	64.9%	65.4%	57.4%	53.7%	65.2%	65.5%
Other	1.1%	1.2%	1.0%	0.9%	53.9%	43.5%	54.9%	52.6%

Notes:

- The Accountability Standard formula is the percent of students scoring at or above 3.0 (i.e., the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5 and 6.0 divided by the total number tested).
- Due to rounding, some categories may not sum to 100%.

Figure 1. North Carolina Testing Program
Annual English II Assessment, 1993-94 to 1999-00
Percent Scoring at Each Focused Holistic Score Point

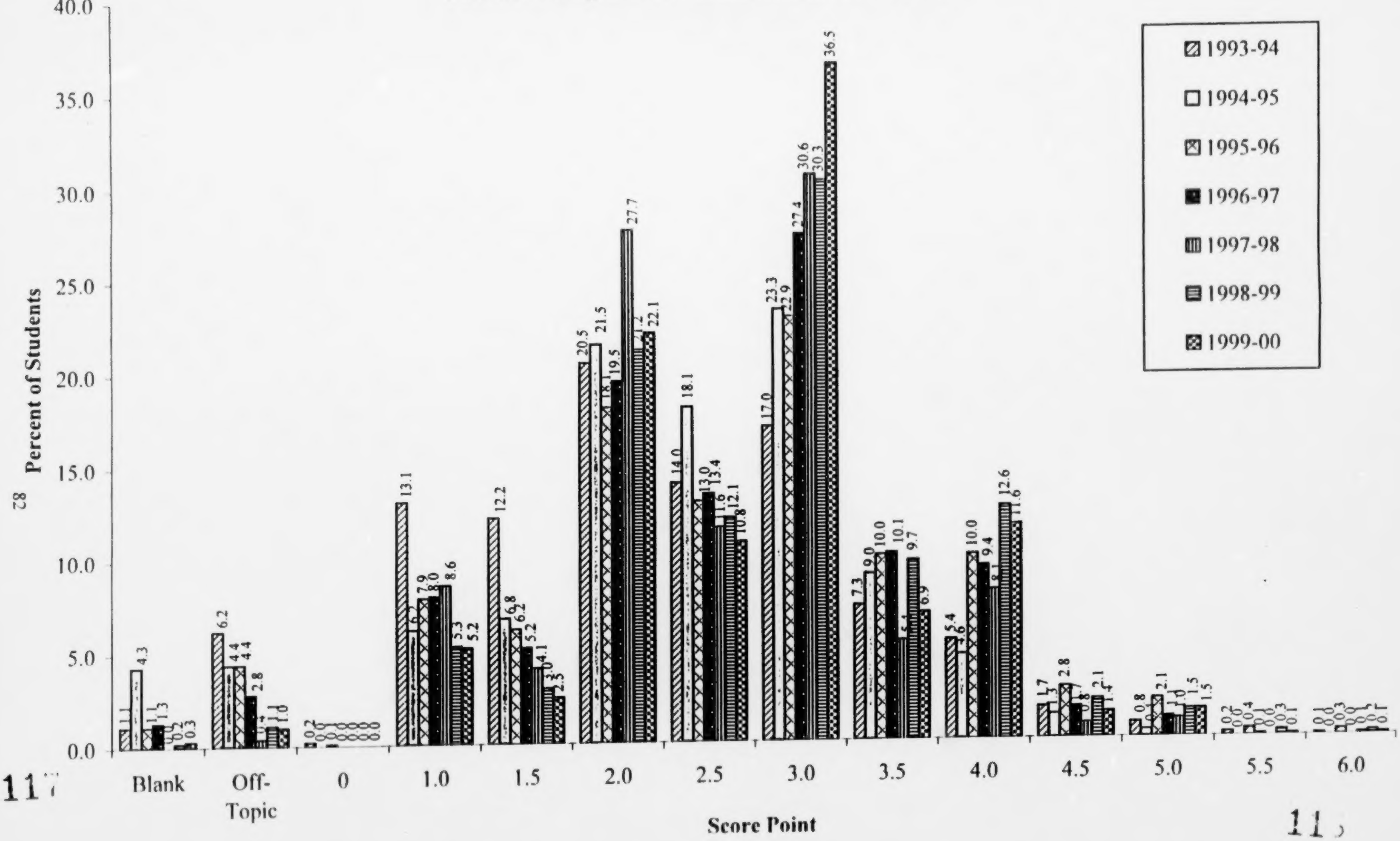


Figure 2. North Carolina Testing Program
Annual English II Assessment, 1992-93 to 1999-00
Percent of Students Scoring at or above the Standard of 3.0

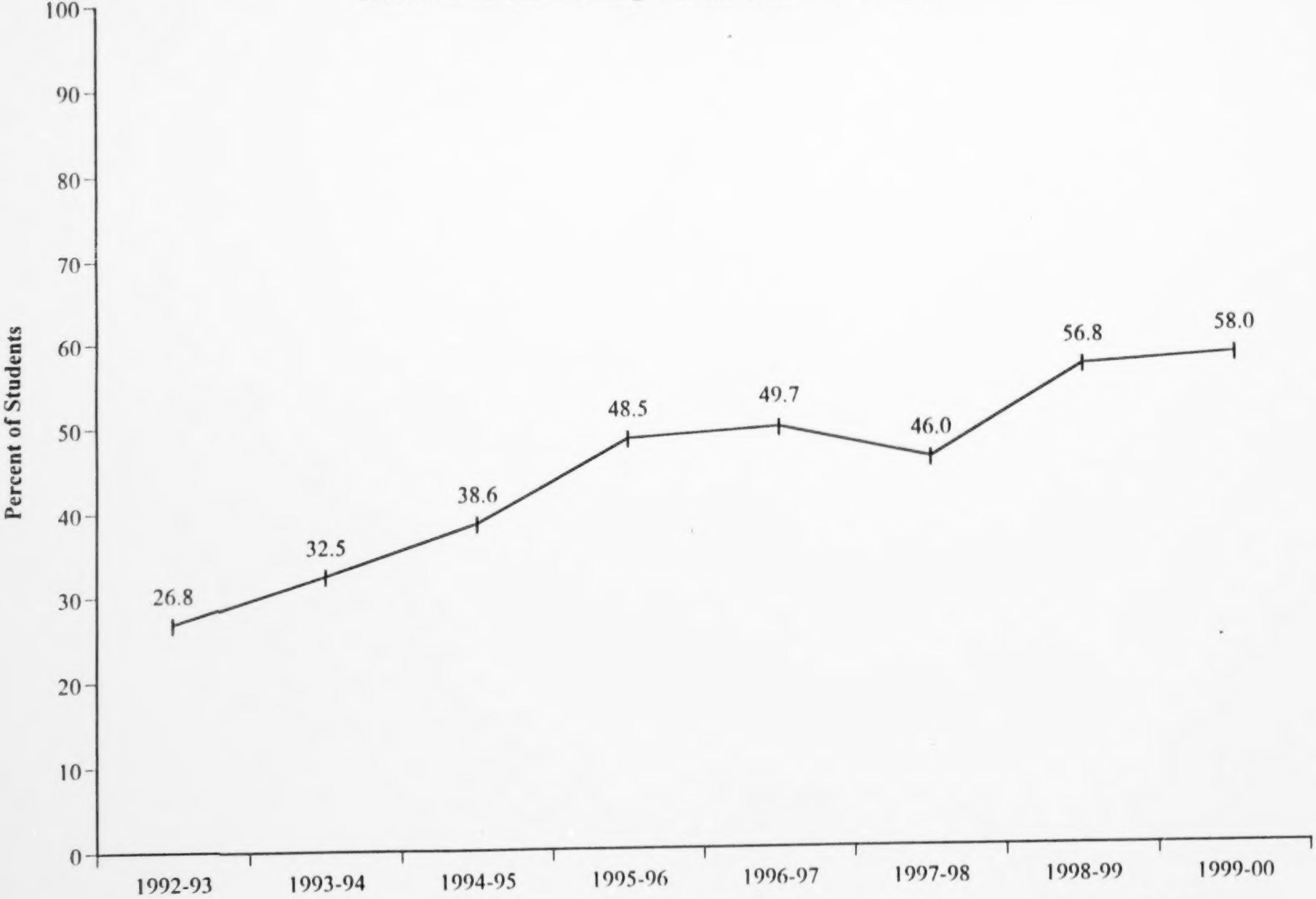


Figure 3. North Carolina Testing Program
Annual English II Assessment, 1995-96 to 1999-00
Analytics
Percent Scoring at Each Score Point

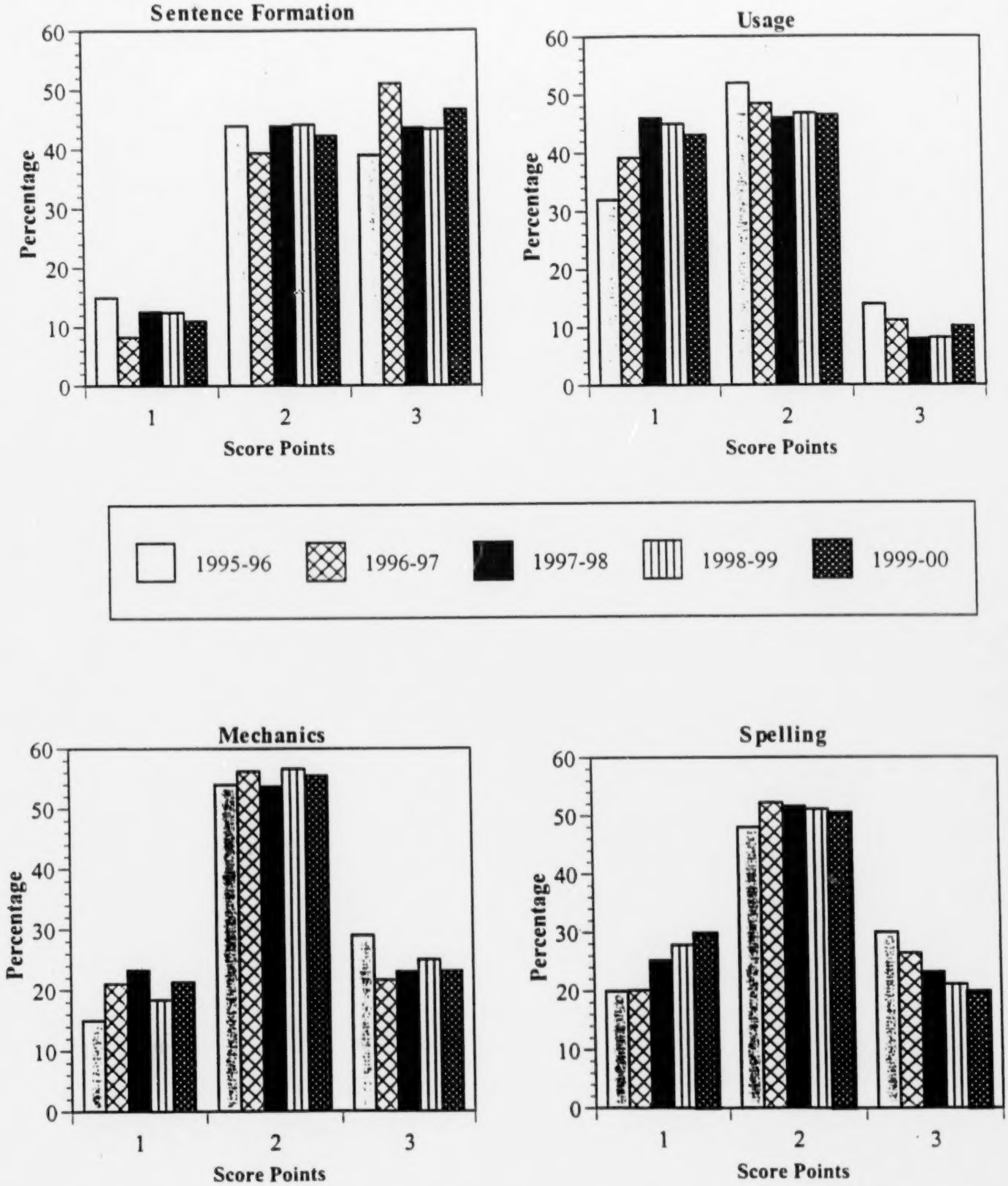


Table 3. North Carolina Testing Program
Annual English II Assessment, 1999-00
State Scores of Students with Special Needs

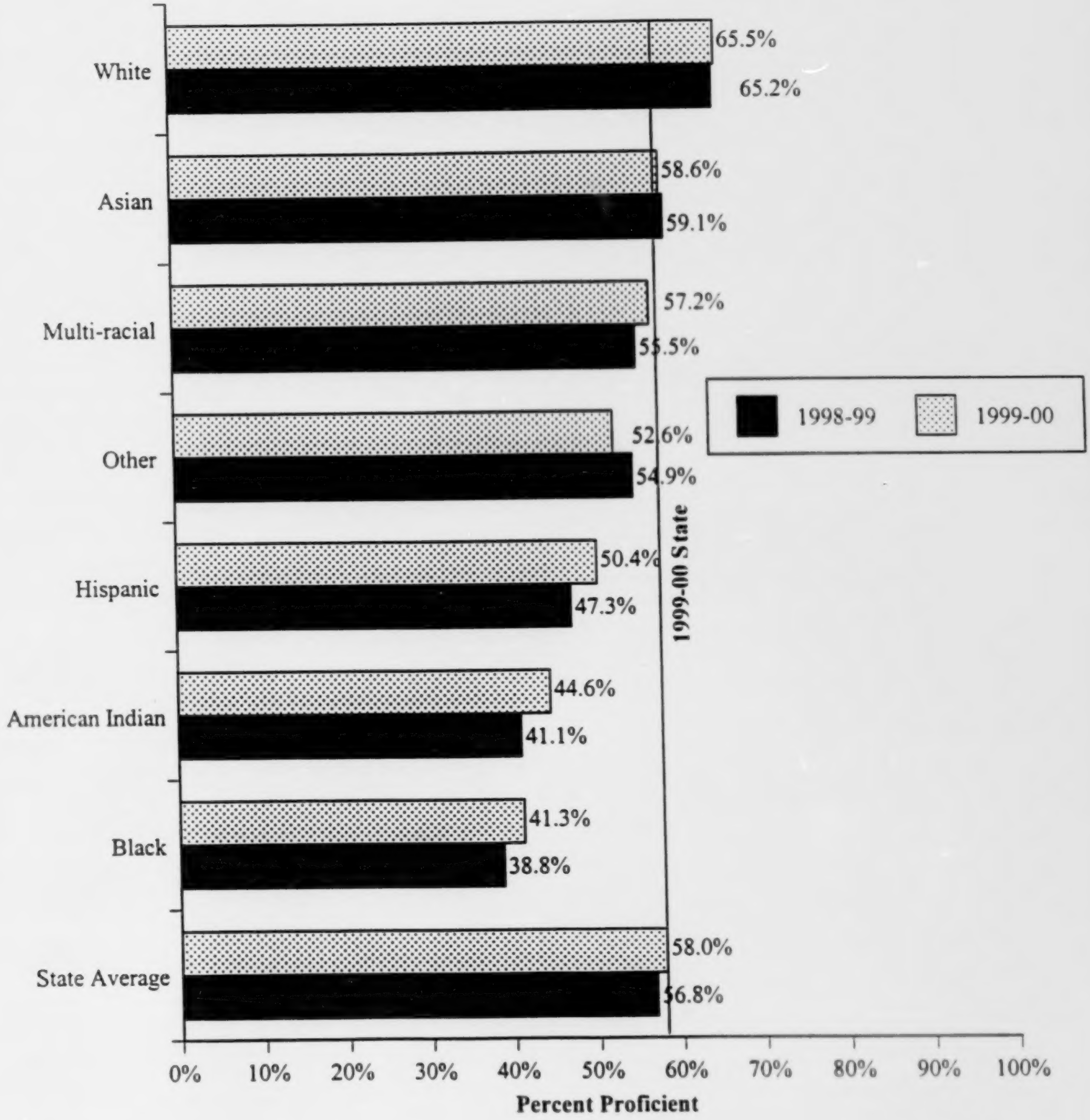
ENGLISH II	NUMBER TESTED	PERCENT[1]	PERCENT AT OR ABOVE 3.0	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE 6.0	5.5	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0	NS
All Students	82,418	**100.0**	58.0	0.1	0.1	1.5	1.4	11.6	6.9	36.5	10.8	22.1	2.5	5.2	**0.0**	**1.2**
Not Exceptional	66,143	82.2	57.4	0.1	0.1	1.0	1.0	10.1	6.6	38.5	11.9	23.3	2.5	4.2	0.0	0.8
Academically Gifted	8,418	10.5	91.2	0.8	0.6	5.9	5.6	31.0	12.8	34.5	4.1	4.4	0.1	0.2	0.0	0.0
Students with Disabilities	5,996	7.4	19.5	0.0	0.0	0.1	0.2	1.5	1.6	16.1	8.3	33.7	6.7	23.7	0.0	8.0
Behaviorally-Emotionally Handicapped	471	0.6	11.3	0.0	0.0	0.0	0.2	0.8	0.4	9.8	4.7	26.8	7.0	32.9	0.0	17.4
Hearing Impaired	80	0.1	26.3	0.0	0.0	0.0	0.0	5.0	2.5	18.8	5.0	40.0	7.5	20.0	0.0	1.3
Educable Mentally Handicapped	659	0.8	3.2	0.0	0.0	0.0	0.0	0.0	0.2	3.0	3.5	27.2	7.9	39.9	0.0	18.4
Specific Learning Disabled	3,901	4.8	21.1	0.1	0.0	0.1	0.2	1.4	1.7	17.6	9.5	35.9	6.7	21.1	0.0	5.7
Speech-Language Impaired	73	0.1	27.4	0.0	0.0	0.0	0.0	1.4	2.7	23.3	12.3	31.5	2.7	19.2	0.0	6.8
Visually Impaired	49	0.1	49.0	0.0	0.0	0.0	2.0	4.1	2.0	40.8	12.2	20.4	6.1	10.2	0.0	2.0
Other Health Impaired	532	0.7	27.4	0.0	0.0	0.0	0.8	3.2	2.4	21.1	8.3	34.8	5.8	17.5	0.0	6.2
Orthopedically Impaired	39	0.0	33.3	0.0	0.0	0.0	0.0	5.1	5.1	23.1	12.8	17.9	2.6	20.5	0.0	12.8
Traumatic Brain Injured	22	0.0	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Other Exceptional Classifications	170	0.2	25.9	0.0	0.0	0.6	0.0	1.8	1.8	21.8	8.2	32.9	7.6	21.2	0.0	4.1
Section 504	544	0.7	39.9	0.0	0.0	0.7	0.6	5.3	4.4	28.9	9.7	33.6	5.5	8.8	0.0	2.4
Limited English Proficient	618	0.7	30.6	0.0	0.0	0.0	0.6	3.2	1.8	24.9	6.8	34.5	5.3	19.4	0.0	3.4
Not Served by Title I	75,093	91.1	59.1	0.1	0.1	1.5	1.5	11.8	7.0	37.0	10.8	21.7	2.4	4.8	0.0	1.1
Schoolwide Title I Program	1,853	2.2	38.8	0.0	0.1	0.6	0.4	5.9	3.2	28.5	10.4	31.1	3.7	12.1	0.0	3.9
Targeted Assistance	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Migrant	294	0.4	30.6	0.0	0.0	0.0	0.3	3.7	1.4	25.2	11.6	26.9	4.8	19.7	0.0	6.5

Notes: •No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. Students may have more than one disability but are only listed one time the "Students with Disabilities" section.

Figure 4. North Carolina Testing Program
Annual English II Assessment, 1998-99 to 1999-00
Percent of Students Scoring at or above the Standard of 3.0
by Ethnicity



1999-00

North Carolina

English II

Writing Assessment

Copies of the English II Sample Student Responses

The following pages provide copies of sample student responses from English II. The score point for each response and an annotation explaining the score are provided on each composition.

Expository Composition Focused Holistic Score Scale

Score Point 6 - The response exhibits a strong command of expository writing and an expository writing strategy. It is focused and has a fluent, clear progression of ideas and evenness of development. The writer clearly develops all parts of the prompt and uses an appropriate and highly effective approach (i.e., tone, point of view, originality). An appropriate sense of audience exists. Sentence structure is varied and effective, and word choice demonstrates the ability to use a wide vocabulary skillfully. If a literary work is referred to, the work must be from world literature (other than American or British literature). There is a sense of overall completeness.

Score Point 5 - The response exhibits a strong command of expository writing. The writer uses specific details and clearly links events and relationships. A few minor flaws in coherence may be present. The writer addresses all aspects of the prompt and uses effective vocabulary and sentence structure. If a literary work is referred to, the work must be from world literature (other than American or British literature). An appropriate sense of audience exists. There is a sense of overall completeness.

Score Point 4 - The response exhibits a command of expository writing, is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. Papers scored "4" have an organizational pattern, but minor flaws may exist or aspects of the prompt may be missing. If a literary work is referred to, the work must be from world literature (other than American or British literature).

Score Point 3 - The response exhibits a reasonable command of expository writing. There is some progression of ideas and events and some elaboration and support. The elaboration may be flawed, but it has relevance to the requirements of the prompt. The papers are generally coherent. Although these papers are focused on the prompt, some may not address all aspects of the prompt.

Score Point 2 - The response exhibits a weak command of expository writing. There is evidence that the writer has seen the prompt and responded to it, although the response may be unclear. Some responses may have little or no sense of connection between a controlling idea and supporting details relevant to development. Other responses may have a sense of focus but may lose it. The composition may be too sparse to be scored higher.

Score Point 1 - The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. There may be no sense of strategy or control, or they may be too sparse to be scored higher.

Score Point 0 - The response addresses a literary work but is incorrect in its perception of the literary concept.

Non-Scorable - The response is off-topic, unreadable, or blank.

Conventions Analytical Score Scale

Sentence Formation

Score Point 1: Exhibits weak control of sentence formation. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of sentence formation. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of sentence formation with only an occasional minor error.

Usage

Score Point 1: Exhibits weak control of usage. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of usage. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of verb usage, pronoun usage, and other usage with only an occasional minor error.

Mechanics

Score Point 1: Exhibits weak control of mechanics. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of mechanics. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of mechanics with only an occasional minor error.

Spelling

Score Point 1: Exhibits weak control of spelling. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of spelling. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of spelling with only an occasional error.

Write the final copy of your composition here.

In many works of literature, a minor secondary character fulfills a specific function. The minor character may provide comic relief, serve as a contrast or foil to the main character, provide a different point of view, or perform some other function. In "The Bet," there are two characters. Anton Chekov, the author portrays one character as a serious banker, and the other a young, carefree lawyer. The lawyer, the minor character, chooses to prove the banker wrong about the subject of capital punishment.

The banker is discussing capital punishment at a party, when the lawyer enterupts. The banker bets the lawyer that he can't stay locked up for so many amount of years. The carefice lawyer raises the amount of years and agrees to the bet.

Score Point 1

The writer has selected *The Bet* and attempts to respond to the prompt. However, the response is sparse and consists primarily of plot summary.

Write the final copy of your composition here.

Who is Patroclus? Why is he one of the main parts of the epic poem? The "Illiad" written by Homer. Patroclus does many things in this story to keep Achilles straight for many reasons.

What is the purpose of Patroclus? To, maybe try to keep Achilles straight, not to become selfish or stuck up in anyway, maybe. And being that Patroclus is Achilles best friend anything that Achilles says or does. Always has an effect on Achilles.

Patroclus has many effects on Achilles, and the story. He can talk Achilles into being helpful in the war or forgiving Agagmemnon. The effect on the story was that in the beginning Achilles would not even be part of the war because of Agagmemnon. But then towards the end of the war if Patroclus had not said anything to Achilles. Then Achilles would have never even helped and the Greeks would not have come close to winning the Trojan war.

These are only a couple of things that Patroclus does to keep Achilles all there. Patroclus helped Achilles to see the facts of the war and some of his problems too. Patroclus are these plus a best friend and good advice for Achilles at times.

Score Point 2

The writer has selected *The Iliad* and identifies Patroclus as the minor character. While the response attempts to list effects Patroclus has on Achilles, it is too sparse for a higher score.

Write the final copy of your composition here.

In many works of literature, a minor character plays a very important role in the story. In this instance, Shizuko, in Shizuko's Daughter, plays a role that is extremely neccesary to the development of the main character, Yuki.

The purpose of the minor character, Shizuko, is to develop and reveal who the main character, Yuki, is and what she feels. Shizuko is Yuki's mother. After Shizuko comitts suicide Yuki's feelings are then expressed. We learn that Shizuko and Yuki were close and did things together often. The reader understands this because Yuki says that now nobody comes o watch her run track, implying that her mother did. Shizuko and her death also reveal that Yuki is a strong person. She seldom cries, goes on with life, makes new friends, runs track, and continues to do the things she loves.

Shizuko and her suicide had a strong effect on Yuki as a whole. This effect was that it caused her lifestyle to completley change. For example, Yuki's father immediatley remarried. Yuki is therefore having to live with a new, strange woman right after her own mother's death. During the planning of her father's wedding, Yuki was forced to go live with her aunt.

Moving can be stressful on a young girl. The next part of her new lifestyle is moving in with her father and step-mother. Her stepmother gets rid of all of Shizuko's fine dishes and even the clothing for Yuki that was made by Shizuko.

Shizuko and her death created an effect on the work. It developed the plot by setting the stage for the remairrage and the new lifestyle for Yuki to adapt to. The minor character Shizuko also set a sad, sympathetic mood for the story. The reader feels sorry for Yuki because of the struggles that she is going through due to the minor character.

Even though the minor character was only alive for the beginning of the story, Her presence was still felt. She continued to effect the main character greatly. Shizuko revealed Yuki to the readers, developed the plot, and set the mood for the novel, Shizuko's Daughter.

Score Point 3

The writer has selected *Shizuko's Daughter*, organizes the response around the prompt, and identifies Shizuko's role as a minor character. While the response contains some concrete details, the elaboration is sometimes flawed.

Write the final copy of your composition here.

An author may use a minor secondary character to fulfill a specific function within a work, be it comic relief, to give an additional point of view, to serve as a foil to the main character, or to serve some other purpose. In his war novel *All Quiet on the Western Front*, French author Erich Maria Remarque uses the character of Kantorek to add a sense of betrayal to the novel and to represent the indirect cause of Paul Baümer's ghastly war experiences.

Paul Baümer's elderly school teacher Kantorek wants his students to "make something of themselves" by joining the German army, which is involved in heavy fighting with the French at the border between the two countries. Though Kantorek knows of the horrors and possible, probable death the boys will face, he impresses them with stories of the glory of the fight, leaving out the morbid details. As a result of his deceit, many of them join the German army, only to be brutally killed or injured on the front line. In this way, Kantorek, a minor character in whom the boys put their trust, adds a sense of betrayal to the novel by building their enthusiasm about going to war.

As Paul reflects upon the horrors he has witnessed while fighting, he remembers how Kantorek effectively persuaded him to join the German army. He sees his school teacher as the reason for his painful experiences, and wishes the man could feel similar pain. These thoughts, which come to him first as he cowers in a shell crater, and later while at the base camp, express his seemingly justified feelings toward the man who sent him into his current traumatizing situation. As a major influence on Paul's life, Kantorek, though a minor character, is indirectly responsible for Paul's harsh, ghastly war experiences.

Though a character may be a minor one, it may serve a very important purpose in the work in which it is used. In his war novel *All Quiet on the Western Front*, Erich Maria Remarque uses the character of the traitorious schoolteacher Kantorek to add a sense of betrayal to the novel, as well as to represent the indirect cause of Paul Baümer's ghastly war experiences.

Score Point 4

The writer has selected *All Quiet on the Western Front* and focuses on the use of Kantorek as a minor character. The response establishes a progression of ideas and events and contains support in the form of specific details.

Write the final copy of your composition here.

In many works of literature, the author creates a minor secondary character to fulfill a specific function. One such author is South African novelist, Alan Paton. In his book, Cry, the Beloved Country, Paton uses the rarely mentioned, but highly effective character of Arthur Jarvis to skillfully build a desired result. This result is a seemingly insignificant young man who serves as a foil to society and a link between races, imposes a recognition of personal faults within other characters, and actually has a tremendous effect on the overall work. Arthur Jarvis, it turns out, is a minor character who had a major influence on everyone and everything around him.

Arthur's influence on others is the most important, and actually the only, factor of his involvement in this story, since he never once made a physical appearance in the novel. Arthur had already been killed by a young black man named Absalom before the action ever began, and was only able to take part through his memory and the work he left behind. Memories of Arthur include his desire to bring peace between races in South Africa and the fact that he left his safe rural home for the highly corrupted city of Johannesburg, where he felt he could make a difference. Once there, he began work immediately on a boys' club for underprivelaged young men, and wrote article after article about the descrimination he saw and the peaceful society he knew was possible. Arthur soon became known and respected as someone who was making a difference. In this way, he was fulfilling the purpose Alan Paton had meant for him, which was to narrow the gap of hatred between blacks and whites.

In a more direct manner, this is exactly what Arthur did with his father, James Jarvis, a major character in the novel. James was a wealthy landowner who had spent his life separated from anyone who wasn't like himself. He did not abuse or criticize black people, but felt no desire to help them or associate with them. For this reason, he had been quite suprised, and even upset, when his son decided to leave home and place upon himself the heavy burden of saving a people who deserved nothing from him. It was only after Arthur's death, that James first read the afore mentioned articals and began to finally understand where his son was coming from. Not only did James change his attitude toward black peeple, he decided to, in a way, finish Arthur's work by helping the less fortunate people of his community. Though he was no longer living, Arthur was able to cause a complete transformation in his father and instill his own beliefs in him.

Arthur and James' relationship reflects, also, upon a dominant theme in *Cry, the Beloved Country*: people will follow a positive example. Just as James underwent a recognition after reading his son's ideas, the people of Johannesburg also began to respond to Arthur's good deeds. Of course it takes much more than one man to transform a whole city, but in accordance with Arthur's goal, the overall mood of the novel is one of hope for the future. As just a minor secondary character, Arthur was able, through his ideas and his influence on others, to have a dramatic effect on the overall work.

Having had one of the shortest appearances ever in a novel, it is incredible that the character of Arthur Jarvis had as great of an effect as he did. From the people he helped, to his father, to the tone and mood of the story, he contributed immensely to *Cry, the Beloved Country*. Alan Paton certainly fulfilled his desire for an effective minor character through Arthur Jarvis, a very active dead man.

Score Point 5

The writer has selected *Cry, the Boloved Country* and uses specific details to show how Arthur Jarvis was "a minor character who had a major influence on everyone and everything around him." Events and relationships are clearly linked, and there is a sense of overall completeness.

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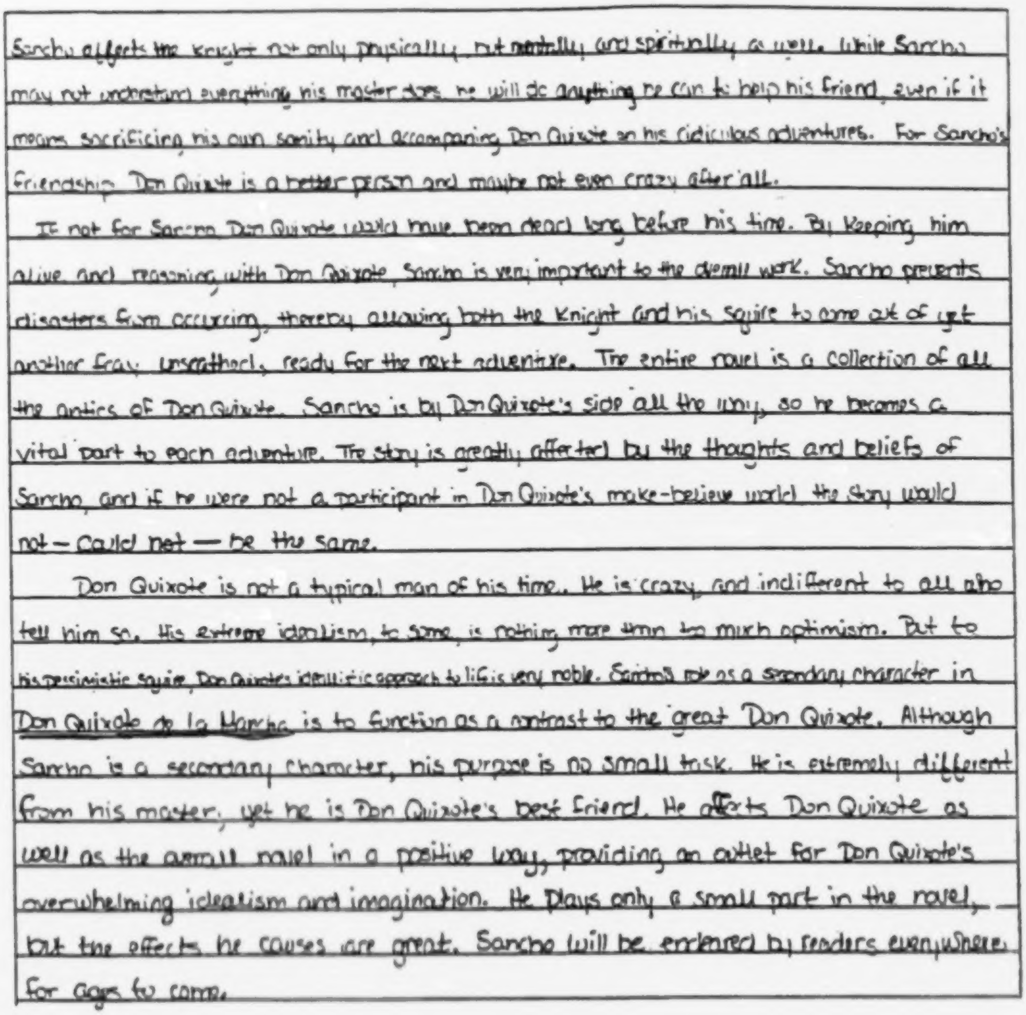
In a world of evil and materialistic people Don Quixote, a Knight living in a world of fantasy that travels through the countryside performing acts of kindness sticks out like a sore thumb. Sancho Panza, Don Quixote's faithful companion and squire, is the only link the crazy Knight has with reality. In Don Quixote De La Mancha by Cervantes, Sancho Panza is a minor secondary character that exists to provide a contrast to Don Quixote, the main character. Sancho affects how Don Quixote thinks and provides an avenue of much-needed realism for the Knight to travel. As the story relays the many antics of Don Quixote and Sancho Panza, Sancho plays a key role in determining the outcome of their adventures, thus influencing the entire novel.

Sancho Panza comes from a poor family that lives in a poor village, so out of necessity Sancho is very much a realist and a pesimist. Don Quixote, however, is a crazy, idealistic man who decides to become a Knight-errant several hundred years after the age of Knights, dragons, and damsels in distress. When Don Quixote asks Sancho to become his squire there is a noticeable contrast in the two personalities. Sancho functions as a realistic contrast to an idealistic Don Quixote, as well as providing comic relief to the story. Every time Don Quixote imagines some imminant danger, Sancho, who lacks a vivid imagination, relays to both his master and the reader the actual circumstances. Through Sancho, the humor of a situation can be intensified because he makes the real facts known, contrary to how Don Quixote percieves them. When Sancho sees a barber riding towards them on an old mule with a brass shaving bowl on his head, Don Quixote insists that he is an evil sorcerer on a fiery steed, and, having stolen a golden helmet from a fellow Knight, is escaping without a trace. Even while Sancho protests, Don Quixote proceeds in trying to win the helmet over and scares the barber, as well as Sancho Panza, who is so confused by the Knight's actions that the situation becomes comical.

As Don Quixote's squire, Sancho has a profound effect on the Knight. Sancho recognizes Don Quixote's periodical waves of insanity, and he manages to repeatedly rescue Don Quixote from trouble. Sometimes he cannot prevent the events that occur, but Sancho is always by Don Quixote's side, ready to help his master at any cost. When the brave Knight sees an army of giants marching towards them, he is charging off to battle before Sancho can explain that the giants are only windmills; there is no threat of danger. Rather than staying behind and laughing at the poor old man, Sancho runs behind Don Quixote to bandage and nurse the beatings he recieved from the windmills. By taking care of Don Quixote, even when no one else will



Sancho affects the knight not only physically, but mentally and spiritually as well. While Sancho may not understand everything his master does, he will do anything he can to help his friend, even if it means sacrificing his own sanity and accompanying Don Quixote on his ridiculous adventures. For Sancho's friendship, Don Quixote is a better person and maybe not even crazy after all.

If not for Sancho Don Quixote would have been dead long before his time. By keeping him alive and reasoning with Don Quixote, Sancho is very important to the overall work. Sancho prevents disasters from occurring, thereby allowing both the knight and his squire to come out of yet another fray unscathed, ready for the next adventure. The entire novel is a collection of all the antics of Don Quixote. Sancho is by Don Quixote's side all the way, so he becomes a vital part to each adventure. The story is greatly affected by the thoughts and beliefs of Sancho, and if he were not a participant in Don Quixote's make-believe world the story would not — could not — be the same.

Don Quixote is not a typical man of his time. He is crazy, and indifferent to all who tell him so. His extreme idealism, to some, is nothing more than too much optimism. But to his pessimistic squire, Don Quixote's idealistic approach to life is very noble. Sancho's role as a secondary character in *Don Quixote de la Mancha* is to function as a contrast to the great Don Quixote. Although Sancho is a secondary character, his purpose is no small task. He is extremely different from his master, yet he is Don Quixote's best friend. He affects Don Quixote as well as the overall novel in a positive way, providing an outlet for Don Quixote's overwhelming idealism and imagination. He plays only a small part in the novel, but the effects he causes are great. Sancho will be endeared by readers everywhere for ages to come.

Score Point 6

The writer has selected Cervante's *Don Quixote De La Mancha* and clearly focuses on how Snacho Panza, the minor character, "... plays a key role in determining the outcome of their adventures ..." and influences the entire novel. The response has a strong progression of ideas and events, includes specific, relevant details, varied and effective sentence structures, and an effective vocabulary. There is a definite sense of overall completeness.

1999-00

North Carolina

English II

Writing Assessment

Regional by LEA Performance

Tables 4, 5, and 6 provide the number of students tested, percentage of students achieving each of the focused holistic score points, and the percentage of students scoring at or above 3.0 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

Table 4. North Carolina Testing Program Annual English II Assessment, 1999-00, Percent of Students Scoring at or above 3.0, by LEA

State	PCT	2000 LEA Performance
	89	Clay
	85	Yancey
	84	Chapel Hill-Carrboro City
	80	Rockingham
	79	Elkin City, Mount Airy City
	78	Mitchell
	76	Davie, Graham, New Hanover, Polk
	74	Lee, Stanly
	73	Avery, Cabarrus, Gaston
	72	Henderson, Kings Mountain City, Raleigh Charter High**
	71	Burke, Cherokee, Edenton/Chowan, Whiteville City
	70	Ashe
	69	Haywood, Hickory City, Surry, Union
	68	Asheboro City, Jackson
	67	Madison
	66	Alamance-Burlington, Caldwell, Harnett
	65	Buncombe, Pender, Swain, Transylvania
	63	Camden, Cleveland, Currituck, Edgecombe, Newton Conover City, Sampson, Watauga
	62	Moore
	61	Alexander, Brunswick, Catawba, Shelby City
	60	Charlotte/Mecklenburg, Cumberland, Richmond, Rutherford
	59	Asheville City
2000 State	58	Clinton City, McDowell, Nash-Rocky Mount, Person, Scotland, Wake
1999 State	57	Chatham, Columbus, Davidson, Northampton, Onslow, Randolph, Wilkes
	56	Lenoir, Winston-Salem/Forsyth
	55	Craven, Roanoke Rapids City, Wilson
	54	Iredell-Statesville, Johnston, Lincoln, Perquimans
	53	Macon, New Century**
	52	Alleghany, Franklin, Guilford, Pamlico
	51	Anson, Beaufort
1997 State	50	Dare, Kannapolis City, River Mill Charter**
1996 State	49	Montgomery, Mooresville City, Vance, Yadkin
	48	Duplin, Orange, Pitt
	47	Gates, Granville, Martin, Stokes
1998 State	46	Carteret
	44	Durham, Elizabeth City/Pasquotank, Rowan-Salisbury
	41	Hoke, Washington
	40	Bertie, Robeson
1995 State	39	Hertford
	37	Thomasville City
	36	Bladen, Wayne
	35	Lexington City
1994 State	33	
	32	Caswell, Hyde
	31	Halifax, Tyrrell
	30	Woods Charter**
	28	Greene
1993 State	27	
	23	Weldon City
	22	Jones
	20	Warren
	17	Lakeside School**
	10	Cape Lookout Marine**
	4	Oma's Inc **
	0	Crossnore Academy**, J.H. Baker Jr High**, Kennedy Charter**, Kestrel Heights**, Laurinburg**, Lift Academy**, Provisions Academy**, Right Step**, Wayne Academy**
	*	Grandfather Academy**, Laurinburg Homework**, Quest Academy**, Thomas Jefferson**

Notes: The percent of students scoring 3.0 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Table 5a. North Carolina Testing Program
Annual English II Assessment, 1999-00
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Western Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unreadable	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**82,418**	**1.0**	**0.3**	**0.0**	**0.0**	**5.2**	**2.5**	**22.1**	**10.8**	**36.5**	**6.9**	**11.6**	**1.4**	**1.5**	**0.1**	**0.1**	**58.0**
Western Region	**6,589**	**0.6**	**0.2**	**0.0**	**0.0**	**3.0**	**1.7**	**18.3**	**9.8**	**40.5**	**7.8**	**14.4**	**1.8**	**1.7**	**0.1**	**0.2**	**66.5**
Buncombe	1,706	0.5	0.2	0.0	0.0	3.4	2.3	17.5	11.4	37.5	9.7	14.0	2.0	1.2	0.1	0.1	61.7
Asheville City	301	0.0	0.0	0.0	0.0	1.0	2.7	26.6	10.6	36.9	8.3	10.3	2.7	1.0	0.0	0.0	59.1
Cherokee	279	0.4	0.0	0.0	0.0	1.8	1.1	16.5	9.3	50.9	6.1	12.2	1.8	0.0	0.0	0.0	71.0
Clay	114	0.0	0.9	0.0	0.0	0.9	0.0	6.1	3.5	43.0	9.6	28.1	0.9	5.3	1.8	0.0	88.6
Graham	70	0.0	0.0	0.0	0.0	1.4	0.0	20.0	2.9	45.7	10.0	14.3	0.0	5.7	0.0	0.0	75.7
Haywood	553	0.2	0.2	0.0	0.0	3.6	1.4	18.6	6.5	44.8	6.5	13.6	1.4	2.7	0.0	0.4	69.4
Henderson	834	0.6	0.7	0.0	0.0	2.9	1.2	12.0	10.4	42.6	7.4	16.1	2.3	3.5	0.1	0.2	72.2
Jackson	273	0.4	0.0	0.0	0.0	2.9	1.5	17.6	9.9	40.7	7.0	16.5	1.8	1.8	0.0	0.0	67.8
Macon	328	0.9	0.0	0.0	0.0	4.9	4.0	22.3	15.2	31.1	6.4	12.8	0.6	1.2	0.3	0.3	52.7
Madison	151	0.0	0.0	0.0	0.0	2.6	1.3	22.5	6.6	52.3	6.0	8.6	0.0	0.0	0.0	0.0	66.9
McDowell	389	0.5	0.0	0.0	0.0	4.1	1.0	31.1	5.7	39.3	4.6	9.8	1.3	1.5	0.5	0.5	57.6
Mitchell	185	0.0	0.0	0.0	0.0	1.1	0.5	8.6	11.4	34.6	15.1	23.2	2.7	2.7	0.0	0.0	78.4
Polk	147	0.0	0.0	0.0	0.0	2.0	0.7	12.9	8.2	35.4	8.2	23.8	3.4	3.4	0.0	2.0	76.2
Rutherford	626	2.9	0.2	0.0	0.0	4.6	1.3	23.2	8.1	43.3	5.1	10.5	0.8	0.0	0.0	0.0	59.7
Thomas Jefferson**	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	100.0
Swain	130	0.8	0.0	0.0	0.0	2.3	2.3	17.7	11.5	41.5	7.7	11.5	3.8	0.8	0.0	0.0	65.4
Transylvania	335	0.0	0.0	0.0	0.0	0.6	2.1	18.2	14.0	45.7	6.9	10.4	0.9	1.2	0.0	0.0	65.1
Yancey	167	0.0	0.0	0.0	0.0	2.4	0.0	9.0	3.6	29.3	9.0	37.1	4.2	3.6	0.6	1.2	85.0

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5b. North Carolina Testing Program
Annual English II Assessment, 1999-00
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Northwest Region

		PERCENTAGE															
	NUMBER TESTED	off topic	blank	unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**82,418**	**1.0**	**0.3**	**0.0**	**0.0**	**5.2**	**2.5**	**22.1**	**10.8**	**36.5**	**6.9**	**11.6**	**1.4**	**1.5**	**0.1**	**0.1**	**58.0**
Northwest Region	**13,176**	**1.2**	**0.2**	**0.0**	**0.0**	**4.9**	**2.6**	**20.3**	**11.4**	**36.5**	**7.8**	**11.7**	**1.7**	**1.3**	**0.2**	**0.1**	**59.3**
Burke	866	0.1	0.2	0.0	0.0	0.6	1.4	12.7	13.7	37.8	10.4	16.6	2.3	2.9	0.5	0.8	71.2
Caldwell	831	1.4	0.4	0.0	0.0	4.3	1.3	18.2	8.3	38.7	10.5	13.1	2.6	1.0	0.1	0.0	66.1
Catawba	1,042	1.6	0.5	0.0	0.0	5.0	2.1	18.8	11.3	39.4	7.2	10.8	1.8	1.2	0.2	0.0	60.7
Hickory City	306	1.0	0.0	0.0	0.0	5.2	0.3	15.7	8.5	46.7	5.6	11.8	2.6	2.3	0.0	0.3	69.3
Newton Conover City	185	0.5	0.0	0.0	0.0	5.4	0.5	15.7	14.6	49.2	8.1	4.3	0.5	1.1	0.0	0.0	63.2
Alexander	380	0.5	0.0	0.0	0.0	5.8	1.3	20.5	11.1	41.6	5.3	12.9	0.5	0.5	0.0	0.0	60.8
Davidson	1,368	0.1	0.4	0.0	0.0	2.3	3.3	23.2	13.8	32.2	8.9	11.3	2.3	1.5	0.4	0.1	56.8
Lexington City	180	0.0	0.0	0.0	0.0	7.2	2.8	40.6	14.4	25.6	3.9	2.8	0.6	1.7	0.0	0.6	35.0
Thomasville City	134	0.0	0.7	0.0	0.0	3.0	0.7	40.3	17.9	32.1	3.7	1.5	0.0	0.0	0.0	0.0	37.3
Alleghany	92	1.1	0.0	0.0	0.0	3.3	5.4	17.4	20.7	32.6	5.4	14.1	0.0	0.0	0.0	0.0	52.2
Davie	397	0.3	0.0	0.0	0.0	3.0	1.8	12.3	6.8	39.0	10.1	24.7	1.5	0.3	0.3	0.0	75.8
Winston-Salem/Forsyth	2,761	1.2	0.2	0.0	0.0	6.3	3.2	21.0	12.1	35.0	7.5	10.2	1.9	1.0	0.0	0.1	55.8
Lift Academy**	18	44.4	0.0	0.0	0.0	22.2	5.6	11.1	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Iredell-Statesville	1,051	1.8	0.2	0.0	0.0	6.9	2.6	24.5	10.1	35.8	8.5	7.9	1.0	0.7	0.1	0.0	53.9
Mooresville City	286	2.8	0.3	0.0	0.0	7.3	4.2	24.1	12.6	32.5	4.2	9.4	1.0	1.4	0.0	0.0	48.6
Ashe	245	0.8	0.0	0.0	0.0	4.9	2.0	15.5	6.9	23.3	9.4	26.9	4.5	4.9	0.8	0.0	69.8
Avery	179	0.0	0.0	0.0	0.0	3.4	1.1	12.3	10.1	48.6	10.6	11.7	1.7	0.6	0.0	0.0	73.2
Grandfather Academy**	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.0
Crossnore Academy**	8	0.0	0.0	0.0	0.0	25.0	50.0	12.5	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Stokes	554	4.9	0.2	0.0	0.0	9.2	5.4	19.3	13.7	31.9	4.9	9.0	0.5	0.7	0.0	0.2	47.3
Surry	578	0.9	0.2	0.0	0.0	2.9	1.7	15.7	9.9	46.0	6.2	13.3	0.9	1.9	0.2	0.2	68.7
Elkin City	77	0.0	0.0	0.0	0.0	1.3	1.3	9.1	9.1	26.0	6.5	23.4	11.7	10.4	0.0	1.3	79.2
Mount Airy City	98	0.0	0.0	0.0	0.0	3.1	1.0	12.2	5.1	60.2	9.2	7.1	1.0	1.0	0.0	0.0	78.6
Watauga	428	1.4	0.0	0.0	0.0	4.4	3.5	19.6	8.2	37.6	7.2	16.1	0.5	0.9	0.0	0.5	62.9
Wilkes	700	0.6	0.4	0.0	0.0	4.9	3.0	24.4	9.6	36.3	7.1	11.3	1.1	1.1	0.1	0.0	57.1
Yadkin	411	0.7	0.0	0.0	0.0	7.5	3.4	27.0	12.4	31.6	7.3	8.3	1.0	0.7	0.0	0.0	48.9

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5c. North Carolina Testing Program
Annual English II Assessment, 1999-00
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Southwest Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**82,418**	**1.0**	**0.3**	**0.0**	**0.0**	**5.2**	**2.5**	**22.1**	**10.8**	**36.5**	**6.9**	**11.6**	**1.4**	**1.5**	**0.1**	**0.1**	**58.0**
Southwest Region	**17,736**	**1.1**	**0.2**	**0.0**	**0.0**	**5.4**	**2.5**	**19.7**	**9.8**	**36.7**	**7.6**	**13.3**	**1.6**	**1.7**	**0.2**	**0.2**	**61.3**
Cabarrus	1,313	0.4	0.2	0.0	0.0	2.4	1.4	14.7	8.4	40.9	8.8	18.1	2.4	2.3	0.0	0.0	72.5
Kannapolis City	279	0.7	0.0	0.0	0.0	7.5	5.4	27.2	9.7	35.5	5.7	5.0	1.8	0.7	0.7	0.0	49.5
Cleveland	578	0.5	0.0	0.0	0.0	2.1	1.2	20.6	12.5	46.2	6.2	8.5	1.0	1.0	0.2	0.0	63.1
Kings Mountain City	261	0.4	0.0	0.0	0.0	3.1	0.0	18.4	6.1	47.1	8.0	13.8	1.9	1.1	0.0	0.0	72.0
Shelby City	170	0.6	0.0	0.0	0.0	5.9	2.4	21.2	8.8	37.1	7.6	11.8	2.4	2.4	0.0	0.0	61.2
Gaston	1,997	0.8	0.3	0.0	0.0	2.2	1.5	14.1	8.2	35.7	10.7	20.0	2.9	3.1	0.4	0.3	73.1
Anson	264	0.0	0.0	0.0	0.0	5.7	3.0	26.9	13.6	30.3	11.0	9.1	0.4	0.0	0.0	0.0	50.8
Hoke	423	2.6	0.5	0.0	0.0	8.3	3.3	28.6	15.4	32.2	6.1	2.8	0.2	0.0	0.0	0.0	41.4
Lincoln	778	1.4	0.1	0.0	0.0	4.5	3.9	23.1	13.0	33.4	6.4	10.4	2.8	0.6	0.3	0.0	54.0
Charlotte/Mecklenburg	6,229	1.2	0.3	0.0	0.0	7.2	2.4	20.6	8.8	37.5	7.1	11.8	1.3	1.4	0.2	0.2	59.5
Kennedy Charter**	5	20.0	20.0	0.0	0.0	40.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Montgomery	300	2.3	0.0	0.0	0.0	4.7	4.7	22.3	17.3	31.0	6.7	9.7	0.3	1.0	0.0	0.0	48.7
Moore	832	1.2	0.0	0.0	0.0	4.9	2.5	18.8	10.3	34.0	6.7	17.5	1.2	2.4	0.1	0.2	62.3
Richmond	478	1.3	0.0	0.0	0.0	5.6	3.6	19.0	10.3	40.0	5.4	13.0	1.3	0.6	0.0	0.0	60.3
Rowan-Salisbury	1,360	2.2	0.5	0.0	0.0	11.0	5.1	28.7	8.2	28.9	4.7	9.1	0.7	0.8	0.0	0.1	44.3
Scotland	461	0.2	0.0	0.0	0.0	2.4	3.5	19.3	16.5	39.0	4.6	11.7	2.0	0.7	0.0	0.2	58.1
Laurinburg**	12	83.3	0.0	0.0	0.0	8.3	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laurinburg Homework**	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	25.0
Stanly	669	0.1	0.0	0.0	0.0	1.6	1.5	9.0	13.6	36.8	15.1	17.9	1.9	1.8	0.4	0.1	74.1
Union	1,323	0.5	0.2	0.0	0.0	2.9	1.6	16.9	9.4	38.6	7.6	16.4	1.9	3.6	0.4	0.3	68.7

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5d. North Carolina Testing Program
Annual English II Assessment, 1999-00
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Northeast Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**82,418**	**1.0**	**0.3**	**0.0**	**0.0**	**5.2**	**2.5**	**22.1**	**10.8**	**36.5**	**6.9**	**11.6**	**1.4**	**1.5**	**0.1**	**0.1**	**58.0**
Northeast Region	**5,585**	**1.2**	**0.1**	**0.0**	**0.0**	**6.1**	**3.2**	**27.1**	**13.5**	**33.4**	**5.4**	**7.6**	**1.0**	**1.0**	**0.1**	**0.2**	**48.7**
Camden	94	2.1	0.0	0.0	0.0	7.4	1.1	23.4	3.2	52.1	0.0	8.5	1.1	1.1	0.0	0.0	62.8
Edenton/Chowan	224	0.4	0.0	0.0	0.0	0.9	1.3	13.8	12.9	32.6	7.1	20.5	5.8	4.5	0.0	0.0	70.5
Currituck	228	0.0	0.4	0.0	0.0	1.3	1.3	18.9	14.9	40.4	11.0	10.5	0.4	0.4	0.4	0.0	63.2
Dare	336	0.6	0.0	0.0	0.0	5.1	1.5	31.5	11.3	37.5	6.1	5.1	0.0	1.2	0.0	0.0	50.0
Edgecombe	351	0.0	0.0	0.0	0.0	2.0	0.9	22.5	11.7	39.9	5.4	12.3	1.7	2.8	0.0	0.9	63.0
Gates	133	1.5	0.0	0.0	0.0	6.8	4.5	27.1	12.8	29.3	9.8	6.8	1.5	0.0	0.0	0.0	47.4
Halifax	407	4.4	0.7	0.0	0.0	10.1	4.4	32.7	16.5	23.3	2.0	5.7	0.2	0.0	0.0	0.0	31.2
Roanoke Rapids City	196	0.5	0.0	0.0	0.0	13.8	2.0	18.4	10.2	34.2	6.6	10.7	1.0	2.6	0.0	0.0	55.1
Weldon City	78	2.6	0.0	0.0	0.0	12.8	9.0	39.7	12.8	16.7	6.4	0.0	0.0	0.0	0.0	0.0	23.1
Hertford	126	2.4	0.0	0.0	0.0	7.1	2.4	40.5	8.7	31.0	4.0	2.4	1.6	0.0	0.0	0.0	38.9
Hyde	56	1.8	0.0	0.0	0.0	0.0	0.0	62.5	3.6	26.8	1.8	3.6	0.0	0.0	0.0	0.0	32.1
Martin	340	0.0	0.0	0.0	0.0	1.5	3.2	31.8	16.8	33.8	6.2	5.0	1.2	0.3	0.0	0.3	46.8
Northampton	255	0.8	0.0	0.0	0.0	2.7	2.4	18.8	18.0	35.3	7.5	12.2	1.2	0.8	0.0	0.4	57.3
Beaufort	471	1.1	0.2	0.0	0.0	8.7	2.5	21.9	14.2	30.6	5.9	10.4	1.9	2.3	0.0	0.2	51.4
Elizabeth City/Pasquotank	392	1.8	0.0	0.0	0.0	5.1	6.4	25.0	17.9	32.9	4.6	5.6	0.3	0.5	0.0	0.0	43.9
Perquimans	136	0.0	0.0	0.0	0.0	4.4	2.9	26.5	12.5	44.9	3.7	5.1	0.0	0.0	0.0	0.0	53.7
Pitt	1,248	0.4	0.0	0.0	0.0	5.3	2.6	29.6	13.8	33.5	6.0	6.6	0.9	0.9	0.2	0.2	48.2
Right Step**	25	8.0	0.0	0.0	0.0	72.0	4.0	16.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bertie	258	2.7	1.2	0.0	0.0	7.0	8.5	27.5	13.2	32.9	2.3	4.7	0.0	0.0	0.0	0.0	39.9
Tyrrell	64	10.9	0.0	0.0	0.0	12.5	7.8	32.8	4.7	29.7	0.0	1.6	0.0	0.0	0.0	0.0	31.3
Washington	167	0.0	0.0	0.0	0.0	11.4	5.4	32.3	9.6	33.5	3.0	4.8	0.0	0.0	0.0	0.0	41.3

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5e. North Carolina Testing Program
Annual English II Assessment, 1999-00
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Southeast Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	82,418	1.0	0.3	0.0	0.0	5.2	2.5	22.1	10.8	36.5	6.9	11.6	1.4	1.5	0.1	0.1	58.0
Southeast Region	15,686	0.9	0.4	0.0	0.0	4.8	2.5	24.4	12.5	35.4	6.0	10.4	1.2	1.5	0.1	0.1	54.6
Brunswick	616	0.3	0.2	0.0	0.0	4.2	2.2	18.3	13.6	39.2	5.6	13.8	1.1	1.5	0.2	0.0	61.3
Carteret	701	0.7	0.1	0.0	0.0	4.1	4.6	27.1	17.4	28.7	5.4	9.3	1.7	0.7	0.0	0.1	45.9
Cape Lookout Marine**	21	4.8	4.8	0.0	0.0	14.3	14.3	42.9	9.5	0.0	9.5	0.0	0.0	0.0	0.0	0.0	9.5
Columbus	528	0.0	0.2	0.0	0.0	2.7	3.0	21.0	15.7	41.9	4.9	8.9	0.8	0.9	0.0	0.0	57.4
Whiteville City	166	1.2	0.6	0.0	0.0	1.8	0.0	11.4	13.9	51.2	9.0	9.6	1.2	0.0	0.0	0.0	71.1
Craven	1,061	1.5	0.2	0.0	0.0	3.7	2.3	25.4	12.3	38.8	4.7	9.4	0.7	0.9	0.0	0.0	54.6
Cumberland	3,534	0.7	0.6	0.0	0.0	4.8	2.0	20.7	11.8	36.4	8.8	11.1	1.7	1.4	0.1	0.1	59.5
Oma's Inc **	25	16.0	0.0	0.0	0.0	56.0	20.0	4.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0
Duplin	593	1.0	0.2	0.0	0.0	5.1	4.0	27.5	14.7	32.4	3.7	10.5	0.3	0.7	0.0	0.0	47.6
Greene	183	1.1	0.5	0.0	0.0	11.5	3.3	38.3	17.5	22.4	1.6	2.7	0.0	1.1	0.0	0.0	27.9
Jones	85	1.2	0.0	0.0	0.0	16.5	3.5	49.4	7.1	20.0	1.2	1.2	0.0	0.0	0.0	0.0	22.4
Lenoir	731	0.5	0.1	0.0	0.0	2.6	1.9	25.3	13.7	38.2	6.2	10.5	0.7	0.3	0.0	0.0	55.8
New Hanover	1,579	0.4	0.5	0.0	0.0	1.6	0.3	14.6	6.2	38.6	6.8	21.3	2.8	6.5	0.4	0.1	76.4
Onslow	1,578	0.8	0.1	0.0	0.0	4.4	1.8	25.0	11.0	36.3	5.2	12.0	1.1	1.8	0.1	0.4	57.0
Pamlico	155	1.9	1.3	0.0	0.0	6.5	1.9	27.7	8.4	38.7	6.5	4.5	1.3	1.3	0.0	0.0	52.3
Pender	396	0.0	0.0	0.0	0.0	0.5	0.3	20.5	13.4	46.5	5.6	10.1	1.8	1.5	0.0	0.0	65.4
Robeson	1,591	1.9	0.8	0.0	0.0	8.0	3.8	31.0	15.1	29.5	4.4	4.9	0.6	0.1	0.1	0.0	39.5
Sampson	432	0.2	0.0	0.0	0.0	4.6	1.6	19.9	10.2	49.8	4.9	8.3	0.0	0.5	0.0	0.0	63.4
Clinton City	172	0.0	0.0	0.0	0.0	3.5	3.5	23.8	11.0	36.6	11.0	8.1	0.6	1.2	0.6	0.0	58.1
Bladen	359	0.3	0.0	0.0	0.0	1.9	4.2	37.9	20.1	26.5	3.9	4.5	0.3	0.6	0.0	0.0	35.7
Wayne	1,132	1.1	0.1	0.0	0.0	8.0	5.1	36.7	13.2	26.4	3.7	5.0	0.3	0.4	0.0	0.0	35.8
Wayne Academy**	18	27.8	11.1	0.0	0.0	50.0	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5f. North Carolina Testing Program
Annual English II Assessment, 1999-00
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Central Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**82,418**	**1.0**	**0.3**	**0.0**	**0.0**	**5.2**	**2.5**	**22.1**	**10.8**	**36.5**	**6.9**	**11.6**	**1.4**	**1.5**	**0.1**	**0.1**	**58.0**
Central Region	**23,646**	**0.9**	**0.3**	**0.0**	**0.0**	**6.0**	**2.6**	**23.4**	**9.7**	**36.5**	**6.5**	**11.1**	**1.2**	**1.4**	**0.1**	**0.1**	**57.0**
Alamance-Burlington	1,400	0.4	0.1	0.0	0.0	3.1	1.9	17.8	10.3	39.2	8.0	15.3	1.1	2.3	0.2	0.3	66.4
Lakeside School**	6	16.7	0.0	0.0	0.0	0.0	0.0	50.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	16.7
River Mill Charter**	18	0.0	0.0	0.0	0.0	0.0	5.6	38.9	5.6	38.9	5.6	5.6	0.0	0.0	0.0	0.0	50.0
Caswell	253	2.0	0.8	0.0	0.0	10.3	8.7	36.0	10.7	22.9	2.8	5.5	0.4	0.0	0.0	0.0	31.6
Chatham	412	0.7	0.0	0.0	0.0	3.9	3.4	22.8	11.9	39.6	7.3	8.0	1.5	1.0	0.0	0.0	57.3
Woods Charter**	10	0.0	0.0	0.0	0.0	30.0	0.0	40.0	0.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0	30.0
Durham	1,755	2.7	0.3	0.0	0.0	9.7	5.9	28.0	9.6	29.1	5.8	7.2	0.9	0.8	0.1	0.0	43.8
Kestrel Heights**	8	0.0	12.5	0.0	0.0	12.5	12.5	62.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Franklin	413	1.0	0.5	0.0	0.0	2.4	1.7	32.2	10.4	38.7	5.3	7.0	0.5	0.2	0.0	0.0	51.8
Granville	442	1.1	0.5	0.0	0.0	5.7	1.1	42.1	2.9	38.9	1.4	6.1	0.0	0.2	0.0	0.0	46.6
Guilford	3,940	1.2	0.3	0.0	0.0	8.3	3.3	24.2	10.5	31.2	6.6	11.4	1.4	1.3	0.1	0.2	52.3
Harnett	1,036	0.4	0.2	0.0	0.0	3.2	1.7	17.2	11.8	40.1	9.8	12.5	1.5	1.5	0.0	0.0	65.5
Johnston	1,214	0.9	0.4	0.0	0.0	4.8	2.6	25.4	12.2	36.6	5.0	10.5	0.7	0.7	0.2	0.1	53.8
Lee	543	0.2	0.2	0.0	0.0	2.9	1.1	10.9	11.2	46.4	7.6	16.0	1.5	1.8	0.2	0.0	73.5
Provisions Academy**	10	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nash-Rocky Mount	1,132	0.8	0.0	0.0	0.0	5.7	2.4	23.9	9.5	41.3	6.4	8.6	0.9	0.6	0.0	0.0	57.8
Orange	409	1.0	0.2	0.0	0.0	10.8	2.7	28.1	8.8	33.0	4.2	8.8	0.7	1.5	0.2	0.0	48.4
Chapel Hill-Carrboro City	638	0.8	0.0	0.0	0.0	2.2	0.6	7.4	5.2	32.9	10.7	31.0	2.2	6.6	0.0	0.5	83.9
New Century**	19	0.0	0.0	0.0	0.0	10.5	10.5	15.8	10.5	26.3	15.8	10.5	0.0	0.0	0.0	0.0	52.6
Person	387	0.5	0.3	0.0	0.0	5.2	3.6	19.4	12.9	38.2	8.3	8.8	2.6	0.3	0.0	0.0	58.1
Randolph	1,048	0.5	0.0	0.0	0.0	3.7	3.2	22.3	13.4	37.8	6.4	10.6	1.4	0.6	0.1	0.0	56.9
Asheboro City	240	0.0	0.0	0.0	0.0	2.9	0.8	17.9	10.8	43.3	9.2	12.9	0.0	2.1	0.0	0.0	67.5
Rockingham	856	0.2	0.0	0.0	0.0	1.6	0.4	10.3	7.4	50.5	9.2	15.1	2.1	2.3	0.4	0.6	80.1
Vance	425	2.6	0.2	0.0	0.0	5.2	3.1	25.4	15.1	32.0	4.9	9.4	0.9	1.2	0.0	0.0	48.5
Wake	5,958	0.6	0.3	0.0	0.0	6.3	1.8	25.2	7.6	38.8	5.9	10.2	1.3	1.6	0.1	0.2	58.1
J H Baker Jr High**	14	14.3	7.1	0.0	0.0	50.0	0.0	21.4	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Quest Academy**	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	75.0
Raleigh Charter High**	46	0.0	0.0	0.0	0.0	0.0	2.2	8.7	17.4	43.5	17.4	6.5	0.0	4.3	0.0	0.0	71.7
Warren	236	3.0	0.8	0.0	0.0	21.2	6.4	36.4	12.3	14.4	1.7	3.8	0.0	0.0	0.0	0.0	19.9
Wilson	774	0.4	0.3	0.0	0.0	3.9	2.6	25.6	12.1	35.4	5.9	12.4	1.2	0.3	0.0	0.0	55.2

Notes † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6a. North Carolina Testing Program
Annual English II Assessment, 1999-00
Percent of Students at or above 3.0, by Ethnicity and LEA
Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**82,418**	**58.0**	**1,268**	**44.6**	**1,521**	**58.6**	**21,849**	**41.3**	**1,776**	**50.4**	**1,261**	**57.2**	**53,782**	**65.5**
Western Region	**6,589**	**66.5**	**72**	**56.9**	**48**	**50.0**	**417**	**48.0**	**94**	**60.6**	**64**	**65.6**	**5,847**	**68.2**
Buncombe	1,706	64.7	5	40.0	12	58.3	94	56.4	22	63.6	17	70.6	1,538	65.1
Asheville City	301	59.1	1	*	1	*	98	35.7	4	*	7	57.1	185	71.4
Cherokee	279	71.0	6	66.7	0	*	4	*	1	*	1	*	264	71.2
Clay	114	88.6	1	*	0	*	0	*	1	*	1	*	110	89.1
Graham	70	75.7	9	88.9	0	*	0	*	1	*	0	*	60	73.3
Haywood	553	69.4	1	*	1	*	12	75.0	10	70.0	6	50.0	522	69.5
Henderson	834	72.2	1	*	9	88.9	43	44.2	30	56.7	14	64.3	735	74.3
Jackson	273	67.8	23	43.5	2	*	4	*	1	*	3	*	240	70.0
Macon	328	52.7	1	*	5	0.0	4	*	4	*	0	*	310	54.8
Madison	151	66.9	0	*	0	*	1	*	0	*	0	*	150	66.7
McDowell	389	57.6	0	*	15	20.0	17	47.1	2	*	2	*	352	60.2
Mitchell	185	78.4	0	*	0	*	2	*	3	*	2	*	178	78.1
Polk	147	76.2	0	*	0	*	15	53.3	4	*	2	*	123	79.7
Rutherford	626	59.7	1	*	2	*	97	49.5	8	75.0	3	*	513	61.2
Thomas Jefferson**	1	*	0	*	0	*	0	*	0	*	1	*	0	*
Swain	130	65.4	22	59.1	0	*	0	*	0	*	1	*	106	67.0
Transylvania	335	65.1	1	*	1	*	25	40.0	2	*	4	*	296	67.9
Yancey	167	85.0	0	*	0	*	1	*	1	*	0	*	165	84.8

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6b. North Carolina Testing Program
Annual English II Assessment, 1999-00
Percent of Students at or above 3.0, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**82,418**	**58.0**	**1,268**	**44.6**	**1,521**	**58.6**	**21,849**	**41.3**	**1,776**	**50.4**	**1,261**	**57.2**	**53,782**	**65.5**
Northwest Region	**13,176**	**59.3**	**38**	**50.0**	**316**	**53.2**	**1,830**	**41.8**	**219**	**53.4**	**131**	**45.8**	**10,564**	**62.9**
Burke	866	71.2	1	*	84	66.7	59	62.7	18	38.9	12	66.7	692	73.6
Caldwell	831	66.1	3	*	4	*	57	50.9	8	62.5	6	50.0	749	68.0
Catawba	1,042	60.7	3	*	52	57.7	61	45.9	14	64.3	8	87.5	898	61.4
Hickory City	306	69.3	0	*	36	58.3	80	47.5	4	*	3	*	181	81.0
Newton Conover City	185	63.2	1	*	20	55.0	24	45.8	8	50.0	2	*	127	68.5
Alexander	380	60.8	2	*	6	50.0	19	52.6	2	*	1	*	350	62.0
Davidson	1,368	56.8	6	50.0	7	71.4	39	46.2	12	66.7	3	*	1,296	57.1
Lexington City	180	35.0	0	*	15	13.3	89	23.6	6	66.7	6	33.3	63	54.0
Thomasville City	134	37.3	1	*	1	*	66	33.3	10	40.0	1	*	50	40.0
Alleghany	92	52.2	0	*	0	*	2	*	2	*	0	*	87	50.6
Davie	397	75.8	1	*	4	*	42	69.0	8	87.5	5	20.0	336	77.4
Winston-Salem/Forsyth	2,761	55.8	14	50.0	34	44.1	906	41.4	44	52.3	49	40.8	1,685	64.4
Lift Academy**	18	0.0	0	*	0	*	18	0.0	0	*	0	*	0	*
Iredell-Statesville	1,051	53.9	2	*	32	31.3	194	36.6	16	37.5	15	46.7	785	59.7
Mooresville City	286	48.6	2	*	3	*	36	13.9	0	*	0	*	244	54.1
Ashe	245	69.8	0	*	0	*	0	*	2	*	1	*	241	69.7
Avery	179	73.2	0	*	1	*	1	*	0	*	1	*	175	73.1
Grandfather Academy**	1	*	0	*	0	*	0	*	0	*	0	*	1	*
Crossnore Academy**	8	0.0	0	*	0	*	0	*	0	*	0	*	8	0.0
Stokes	554	47.3	1	*	2	*	34	35.3	7	42.9	3	*	504	48.4
Surry	578	68.7	0	*	3	*	28	60.7	27	59.3	2	*	517	69.8
Elkin City	77	79.2	0	*	0	*	6	66.7	3	*	0	*	68	82.4
Mount Airy City	98	78.6	0	*	4	*	15	66.7	3	*	0	*	76	81.6
Watauga	428	62.9	0	*	3	*	2	*	2	*	5	40.0	411	62.5
Wilkes	700	57.1	0	*	4	*	33	51.5	5	60.0	4	*	653	57.4
Yadkin	411	48.9	1	*	1	*	19	36.8	18	33.3	4	*	367	50.4

Notes † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6c. North Carolina Testing Program
Annual English II Assessment, 1999-00
Percent of Students at or above 3.0, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**82,418**	**58.0**	**1,268**	**44.6**	**1,521**	**58.6**	**21,849**	**41.3**	**1,776**	**50.4**	**1,261**	**57.2**	**53,782**	**65.5**
Southwest Region	**17,736**	**61.3**	**170**	**45.3**	**442**	**59.5**	**4,790**	**43.7**	**414**	**47.1**	**198**	**61.6**	**11,513**	**69.5**
Cabarrus	1,313	72.5	6	50.0	9	88.9	152	55.9	16	43.8	12	66.7	1,107	75.5
Kannapolis City	279	49.5	0	*	2	*	91	30.8	8	25.0	2	*	176	60.2
Cleveland	578	63.1	0	*	1	*	121	51.2	2	*	2	*	445	66.7
Kings Mountain City	261	72.0	1	*	8	87.5	57	54.4	0	*	1	*	192	77.1
Shelby City	170	61.2	0	*	2	*	73	35.6	1	*	1	*	91	80.2
Gaston	1,997	73.1	8	75.0	28	71.4	361	57.3	36	38.9	19	57.9	1,528	77.9
Anson	264	50.8	1	*	3	*	162	46.3	0	*	2	*	96	58.3
Hoke	423	41.4	49	28.6	2	*	213	36.2	16	62.5	14	42.9	122	54.1
Lincoln	778	54.0	2	*	3	*	65	46.2	32	50.0	5	60.0	663	54.9
Charlotte/Mecklenburg	6,229	59.5	29	34.5	309	54.7	2,273	41.5	194	44.8	80	67.5	3,229	73.6
Kennedy Charter**	5	0.0	0	*	0	*	3	*	0	*	0	*	2	*
Montgomery	300	48.7	1	*	16	56.3	73	37.0	29	41.4	5	40.0	175	54.3
Moore	832	62.3	7	57.1	1	*	189	45.5	12	50.0	16	68.8	598	67.9
Richmond	478	60.3	12	66.7	4	*	198	53.5	11	54.5	7	57.1	245	65.7
Rowan-Salisbury	1,360	44.3	4	*	20	60.0	256	29.3	22	63.6	12	41.7	1,037	47.4
Scotland	461	58.1	36	52.8	2	*	196	49.5	0	*	9	44.4	217	67.3
Laurinburg**	12	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Laurinburg Homework**	4	*	0	*	0	*	1	*	0	*	0	*	3	*
Stanly	669	74.1	8	75.0	25	76.0	72	55.6	5	60.0	5	80.0	552	76.4
Union	1,323	68.7	6	83.3	7	57.1	222	44.1	30	53.3	6	83.3	1,035	74.4

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6d. North Carolina Testing Program
Annual English II Assessment, 1999-00
Percent of Students at or above 3.0, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**82,418**	**58.0**	**1,268**	**44.6**	**1,521**	**58.6**	**21,849**	**41.3**	**1,776**	**50.4**	**1,261**	**57.2**	**53,782**	**65.5**
Northeast Region	**5,585**	**48.7**	**37**	**45.9**	**33**	**60.6**	**2,679**	**38.0**	**42**	**50.0**	**56**	**48.2**	**2,694**	**59.3**
Camden	94	62.8	0	*	0	*	26	53.8	0	*	0	*	67	65.7
Edenton/Chowan	224	70.5	0	*	0	*	97	64.9	1	*	3	*	123	74.0
Currituck	228	63.2	1	*	2	*	24	50.0	0	*	2	*	197	65.5
Dare	336	50.0	2	*	0	*	15	33.3	5	20.0	1	*	309	51.5
Edgecombe	351	63.0	0	*	0	*	202	57.4	5	80.0	5	40.0	136	72.8
Gates	133	47.4	2	*	0	*	61	37.7	0	*	1	*	68	55.9
Halifax	407	31.2	18	38.9	0	*	365	31.5	0	*	5	0.0	19	26.3
Roanoke Rapids City	196	55.1	1	*	4	*	24	41.7	3	*	3	*	158	58.2
Weldon City	78	23.1	0	*	0	*	73	23.3	0	*	1	*	4	*
Hertford	126	38.9	3	*	0	*	90	28.9	0	*	4	*	28	57.1
Hyde	56	32.1	0	*	0	*	26	15.4	0	*	0	*	30	46.7
Martin	340	46.8	1	*	4	*	172	34.3	3	*	1	*	158	60.1
Northampton	255	57.3	1	*	0	*	198	50.0	0	*	1	*	53	81.1
Beaufort	471	51.4	0	*	2	*	184	34.8	5	0.0	3	*	271	61.8
Elizabeth City/Pasquotank	392	43.9	1	*	5	40.0	201	36.8	3	*	4	*	176	50.0
Perquimans	136	53.7	1	*	0	*	43	46.5	2	*	0	*	88	58.0
Pitt	1,248	48.2	6	33.3	13	84.6	515	35.7	12	41.7	15	46.7	675	57.2
Right Step**	25	0.0	0	*	0	*	25	0.0	0	*	0	*	0	*
Bertie	258	39.9	0	*	2	*	197	36.0	0	*	3	*	54	53.7
Tyrrell	64	31.3	0	*	1	*	35	22.9	1	*	0	*	27	40.7
Washington	167	41.3	0	*	0	*	106	31.1	2	*	4	*	53	64.2

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

**[illegible] For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6e. North Carolina Testing Program
Annual English II Assessment, 1999-00
Percent of Students at or above 3.0, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**82,418**	**58.0**	**1,268**	**44.6**	**1,521**	**58.6**	**21,849**	**41.3**	**1,776**	**50.4**	**1,261**	**57.2**	**53,782**	**65.5**
Southeast Region	**15,686**	**54.6**	**834**	**42.6**	**159**	**64.2**	**5,287**	**42.0**	**478**	**57.7**	**431**	**62.9**	**8,260**	**63.1**
Brunswick	646	61.3	6	66.7	4	*	178	51.1	8	87.5	3	*	441	61.4
Carteret	701	45.9	6	50.0	4	*	79	27.8	3	*	12	58.3	588	48.0
Cape Lookout Marine**	21	9.5	0	*	1	*	3	*	1	*	0	*	15	6.7
Columbus	528	57.4	26	57.7	0	*	223	43.5	2	*	3	*	273	68.9
Whiteville City	166	71.1	0	*	1	*	63	60.3	0	*	2	*	100	78.0
Craven	1,061	54.6	4	*	12	41.7	319	37.9	29	58.6	25	56.0	660	63.0
Cumberland	3,534	59.5	78	51.3	72	77.8	1,423	46.5	234	58.5	166	71.7	1,452	70.5
Oma's Inc **	25	4.0	0	*	1	*	14	0.0	0	*	3	*	5	0.0
Duplin	593	47.6	1	*	1	*	214	39.7	32	34.4	3	*	340	53.8
Greene	183	27.9	0	*	0	*	106	19.8	4	*	3	*	70	41.4
Jones	85	22.4	0	*	1	*	56	25.0	0	*	1	*	27	18.5
Lenoir	731	55.8	0	*	6	16.7	377	42.4	15	73.3	10	70.0	317	71.6
New Hanover	1,579	76.4	8	75.0	10	90.0	352	64.5	19	78.9	26	76.9	1,155	80.1
Onslow	1,578	57.0	20	55.0	30	60.0	344	51.7	64	62.5	96	60.4	989	57.6
Pamlico	155	52.3	2	*	2	*	46	45.7	2	*	3	*	99	54.5
Pender	396	65.4	2	*	1	*	122	58.2	7	85.7	11	81.8	250	67.6
Robeson	1,591	39.5	663	38.9	5	60.0	493	31.6	11	36.4	28	35.7	374	51.1
Sampson	432	63.4	5	80.0	0	*	130	56.2	20	55.0	2	*	270	67.8
Clinton City	172	58.1	7	57.1	0	*	71	39.4	5	40.0	4	*	84	72.6
Bladen	359	35.7	1	*	0	*	191	30.9	2	*	0	*	163	40.5
Wayne	1,132	35.8	5	40.0	8	12.5	470	20.6	20	45.0	29	48.3	585	47.5
Wayne Academy**	18	0.0	0	*	0	*	13	0.0	0	*	1	*	3	*

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6f. North Carolina Testing Program
Annual English II Assessment, 1999-00
Percent of Students at or above 3.0, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above[†]	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**82,418**	**58.0**	**1,268**	**44.6**	**1,521**	**58.6**	**21,849**	**41.3**	**1,776**	**50.4**	**1,261**	**57.2**	**53,782**	**65.5**
Central Region	**23,646**	**57.0**	**117**	**47.9**	**523**	**60.0**	**6,846**	**39.7**	**529**	**43.3**	**381**	**52.2**	**14,904**	**65.7**
Alamance-Burlington	1,400	66.4	5	100.0	20	65.0	333	56.2	42	50.0	18	55.6	968	71.2
Lakeside School**	6	16.7	0	*	1	*	1	*	0	*	0	*	4	*
River Mill Charter**	18	50.0	1	*	0	*	0	*	0	*	1	*	16	43.8
Caswell	253	31.6	3	*	0	*	101	24.8	0	*	3	*	146	36.3
Chatham	412	57.3	0	*	2	*	111	45.9	17	41.2	3	*	275	62.9
Woods Charter**	10	30.0	0	*	0	*	1	*	1	*	1	*	7	42.9
Durham	1,755	43.8	9	0.0	39	43.6	816	33.0	30	23.3	40	40.0	757	57.7
Kestrel Heights**	8	0.0	0	*	0	*	1	*	0	*	0	*	5	0.0
Franklin	413	51.8	2	*	2	*	153	41.8	5	40.0	6	66.7	242	58.3
Granville	442	46.6	1	*	1	*	172	40.7	10	60.0	3	*	251	49.8
Guilford	3,940	52.3	10	40.0	141	48.2	1,316	34.0	56	41.1	72	50.0	2,290	63.6
Harnett	1,036	65.5	17	47.1	3	*	275	51.6	48	52.1	21	81.0	667	72.4
Johnston	1,214	53.8	7	57.1	6	83.3	222	39.6	50	28.0	15	60.0	904	58.6
Lee	543	73.5	4	*	4	*	125	56.8	28	60.7	8	50.0	370	80.3
Provisions Academy**	10	0.0	0	*	0	*	5	0.0	0	*	1	*	4	*
Nash-Rocky Mount	1,132	57.8	8	50.0	8	62.5	532	47.2	20	50.0	14	42.9	535	69.2
Orange	409	48.4	2	*	5	60.0	105	28.6	8	12.5	8	37.5	276	56.5
Chapel Hill-Carrboro City	638	81.9	2	*	47	89.4	84	46.4	11	45.5	12	66.7	464	90.9
New Century**	19	52.6	0	*	0	*	0	*	0	*	5	60.0	14	50.0
Person	387	58.1	3	*	1	*	115	41.7	3	*	6	66.7	256	64.8
Randolph	1,048	56.9	11	36.4	6	50.0	53	28.3	19	52.6	3	*	952	58.7
Asheboro City	240	67.5	1	*	10	70.0	31	51.6	15	40.0	1	*	180	73.3
Rockingham	856	80.1	3	*	3	*	201	74.1	12	83.3	10	60.0	624	82.4
Vance	425	48.5	1	*	4	*	229	36.2	6	66.7	8	37.5	175	62.9
Wake	5,958	58.1	13	61.5	217	61.8	1,287	36.4	133	39.8	115	52.2	4,056	65.8
J H Baker Jr High**	14	0.0	0	*	0	*	10	0.0	0	*	0	*	1	*
Quest Academy**	4	*	0	*	0	*	0	*	0	*	0	*	4	*
Raleigh Charter High**	46	71.7	0	*	0	*	2	*	0	*	1	*	42	73.8
Warren	236	19.9	11	18.2	0	*	169	17.2	0	*	2	*	51	31.4
Wilson	774	55.2	3	*	3	*	366	45.1	15	40.0	4	*	368	66.3

Notes: [†] The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Appendix

[illegible]

Writing, Grades 4 and 7

Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgment. Students were given approximately 50 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced readers. The scores reported below represent their combined judgment of this sample of the student's writing. Proficiency for this assessment is a score of 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for English conventions and does represent a measure of this student's ability to use correct English.

WRITING SKILLS MEASURED	SCORE	EXPLANATION
Composing Skills (Communicating an Idea)* • Having a main idea • Providing supporting detail • Showing organization • Using coherence techniques		
Conventions (Using Correct English)* • Using complete sentences • Using appropriate forms of words • Using standard mechanics (punctuation, capitalization) • Using correct spelling		

* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED ____________

One day you are reading a book. One of the characters jumps out of the book. Write a story about what happens next.

EXPLANATION OF SCORING RULES FOR GRADE FOUR

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the narrative composition.

COMPOSING SKILLS (Ability to Communicate An Idea)

MAIN IDEA. The student identifies the event and focuses the writing.

SUPPORTING DETAILS. The student provides sufficient elaboration to develop an overall impression.

ORGANIZATION. The student establishes a plan or strategy with a beginning, development, and ending.

COHERENCE. The student establishes relationships between and among the parts so that the writing flows smoothly from idea to idea.

SCORE POINTS

4 = The paper shows a strong command of narrative writing (consistent focus, elaborated detail, effective sequencing of events, clear strategy, completeness, and unity of ideas).

3 = The paper shows a reasonable command of narrative writing (focus, sufficient detail, reasonable sense of progression and sequencing, and general coherence).

2 = The paper is a narrative but may show some drift from the focus, bare details that are elaborated, and some sense of development, flow, and sequencing.

1 = The paper shows the prompt has been read, and an attempt to respond has been made (little or no focus, few details, sparse, no clear plan, or a lack of sequencing).

NS = The paper is illegible or otherwise nonscorable (blank paper, restatements of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

SENTENCE FORMATION. The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)

USAGE. The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)

MECHANICS. The student uses correct language mechanics. (Errors could include punctuation and capitalization.)

SPELLING. The student uses correct spelling.

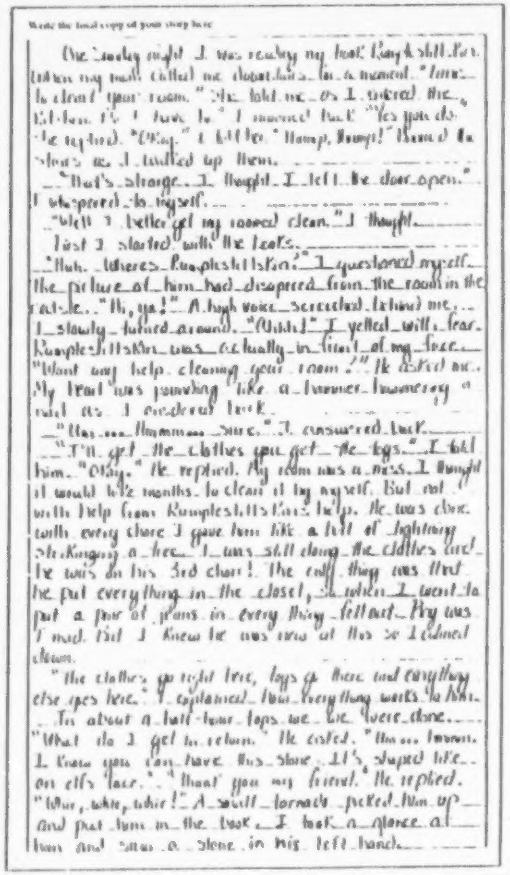
SCORE POINTS

+ = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

- = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

+ - = The paper is marginal in demonstrating a reasonable level of skills using correct English.

4 **SAMPLE 1** (+)



Write the final copy of your story here

One Sunday night I was reading my book Rumplestiltskin. When my mom called me downstairs in a moment. "Time to clean your room." She told me as I entered the kitchen. "Do I have to?" I moaned back. "Yes you do." She replied. "Okay." I told her. "Thump, thump!" Went the stairs as I walked up them.

"That's strange. I thought I left the door open." I whispered to myself.

"Well I better get my room clean." I thought.

First I started with the [illegible].

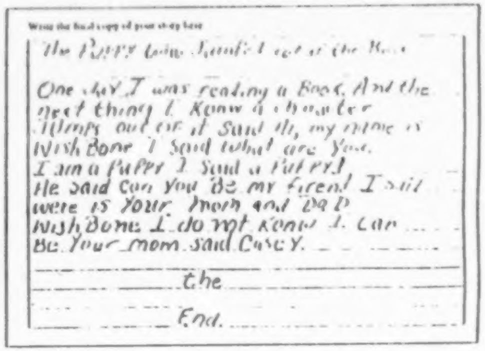
"Huh. Where's Rumplestiltskin?" I questioned myself. The picture of him had disapeered from the room in the [illegible]. "Hi, ya!" A high voice screeched behind me. I slowly turned around. "Ahhh!" I yelled with fear. Rumplestiltskin was actually in front of my face. "Want any help cleaning your room?" He asked me. My heart was pounding like a hammer hammering a nail as I answered back.

"Um... Hmmm... sure." I answered back.

"I'll get the clothes you get the toys." I told him. "Okay." He replied. My room was a mess. I thought it would take months to clean it by myself. But not with help from Rumplestiltskin's help. He was done with every chore I gave him like a bolt of lightning striking a tree. I was still doing the clothes and he was on his 3rd chore! The only thing was that he put everything in the closet, so when I went to put a pair of jeans in every thing fell out. Boy was I mad. But I knew he was new at this so I calmed down.

"The clothes go right here, toys go there and everything else goes here." I explained how everything works to him. In about a half hour tops we were done. "What do I get in return?" He asked. "Hmm... hmmm. I know you can have this stone. It's shaped like an elf's face." "Thank you my friend." He replied. "Whir, whir, whir!" A small tornado picked him up and put him in the book. I took a glance at him and saw a stone in his left hand.

1 **SAMPLE 2** (-)



Write the final copy of your story here

The Puppy [illegible] out of the Book

One day I was reading a Book. And the next thing I Know a character Jumps out of it Said hi, my name is Wish Bone I Said what are You. I am a Puppy I Said a Puppy! He said Can You Be my frend I said were is Your mom and DaD Wish Bone I do not Know I Can Be Your mom said Casey.

the

End.

GUIDE TO SCORES ON SAMPLE PAPERS

4	Scores on ability to communicate an idea are shown in boxes.
+	Scores on ability to use correct English are shown in ovals.

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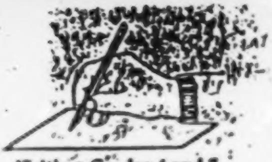
[illegible]



Writing, Grades 4 and 7

Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgment. Students were given approximately 50 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced readers. The scores reported below represent their combined judgment of this sample of the student's writing. Proficiency for this assessment is a score of 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for English conventions and does represent a measure of this student's ability to use correct English.

WRITING SKILLS MEASURED	SCORE	EXPLANATION
Composing Skills (Communicating an Idea)* • Having a main idea • Providing supporting detail • Showing organization • Using coherence techniques		
Conventions (Using Correct English)* • Using complete sentences • Using appropriate forms of words • Using standard mechanics (punctuation, capitalization) • Using correct spelling		

BEST COPY AVAILABLE

* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED ____________________

Think about the most important job there is in your school. Name the job and explain why you think it is the most important job in your school.

EXPLANATION OF SCORING RULES FOR GRADE SEVEN

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the expository composition.

COMPOSING SKILLS (Ability to Communicate An Idea)

MAIN IDEA. The student identifies the subject matter and focuses the writing.

SUPPORTING DETAILS. The student provides sufficient reason to explain or clarify his/her position or relationship to the subject matter.

ORGANIZATION. The student establishes a plan or strategy with a beginning, development, and ending.

COHERENCE. The student establishes relationships between and among the ideas, causes, and/or statements in the composition so that the writing progresses smoothly from idea to idea.

SCORE POINTS

4 = The paper shows a strong command of expository writing (a clear focus on the subject matter with appropriately and effectively elaborated reasons to explain and support the subject matter). There is a logical progression and overall coherence.

3 = The paper shows a reasonable command of expository writing (a focus on the subject matter with reasons and details to explain and support the subject matter). There is a sense of overall progression. Minor weaknesses are present.

2 = The paper exhibits a weak command of expository writing (a focus on the subject matter may be weak, organization may be poor, or elaboration may be sparse). The reader may have to make inferences.

1 = The paper exhibits a lack of command of expository writing (an attempt to respond to the prompt, but focus, elaboration and/or strategy may not be sustained).

NS = The paper is illegible or otherwise nonscorable (blank paper, restatements of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

SENTENCE FORMATION. The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)

USAGE. The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)

MECHANICS. The student uses correct language mechanics. (Errors could include punctuation and capitalization.)

SPELLING. The student uses correct spelling.

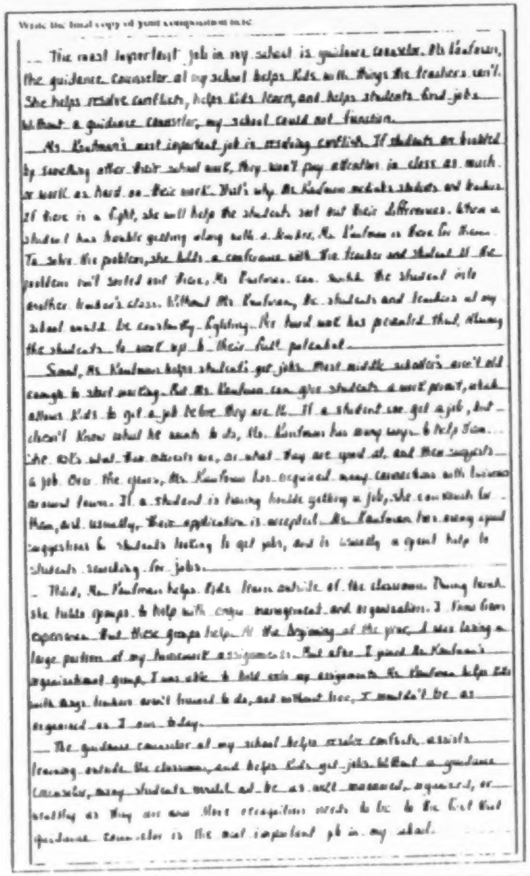
SCORE POINTS

+ = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

- = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

+ - = The paper is marginal in demonstrating a reasonable level of skills using correct English.

4 **SAMPLE 1** (+)



Write the final copy of your composition here:

The most important job in my school is guidance counselor. Ms Kaufman, the guidance counselor at my school helps kids with things the teachers can't. She helps resolve conflicts, helps kids learn, and helps students find jobs. Without a guidance counselor, my school could not function.

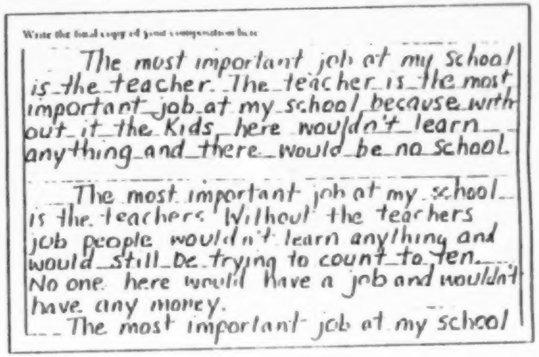
Ms. Kaufman's most important job is resolving conflicts. If students are troubled by something other than their school work, they won't pay attention in class as much or work as hard on their work. That's why Ms Kaufman mediates students and teachers. If there is a fight, she will help the students sort out their differences. When a student has trouble getting along with a teacher, Ms. Kaufman is there for them. To solve the problem, she holds a conference with the teacher and student. If the problem isn't sorted out there, Ms Kaufman can switch the student into another teacher's class. Without Ms Kaufman, the students and teachers at my school would be constantly fighting. Her hard work has prevented that, allowing the students to work up to their full potential.

Second, Ms Kaufman helps students get jobs. Most middle schoolers aren't old enough to start working. But Ms. Kaufman can give students a work permit, which allows kids to get a job before they are 16. If a student can get a job, but doesn't know what he wants to do, Ms. Kaufman has many ways to help them. She asks what their interests are, or what they are good at, and then suggests a job. Over the years, Ms Kaufman has acquired many connections with businesses around town. If a student is having trouble getting a job, she contacts them, and usually, their application is accepted. Ms Kaufman has many good suggestions to students looking to get jobs, and is usually a great help to students searching for jobs.

Third, Ms Kaufman helps kids learn outside of the classroom. During lunch she holds groups to help with anger management and organization. I know from experience that these groups help. At the beginning of the year, I was losing a large portion of my homework assignments. But after I joined Ms Kaufman's organizational group, I was able to hold onto my assignments. Ms Kaufman helps kids with things teachers aren't trained to do, and without her, I wouldn't be as organized as I am today.

The guidance counselor at my school helps resolve conflicts, assists learning outside the classroom, and helps kids get jobs. Without a guidance counselor, many students would not be as well mannered, organized, or wealthy as they are now. These accomplishments lead to the fact that guidance counselor is the most important job in my school.

1 **SAMPLE 2** (+)



Write the final copy of your composition here:

The most important job at my school is the teacher. The teacher is the most important job at my school because with out it the Kids here wouldn't learn anything and there would be no school.

The most important job at my school is the teachers. Without the teachers job people wouldn't learn anything and would still be trying to count to ten. No one here would have a job and wouldn't have any money.

The most important job at my school

GUIDE TO SCORES ON SAMPLE PAPERS

4	Scores on ability to communicate an idea are shown in boxes.
(+)	Scores on ability to use correct English are shown in ovals.

North Carolina Charter Schools, 1999-2000

American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Brevard Academy
Bridges Charter School
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Elizabeth Grinton Academy
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Harnett Early Childhood Academy
Healthy Start Academy Charter
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
Lift Academy
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
New Century Charter School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
PHASE Academy of Jacksonville
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
Right Step Academy
River Mill Charter School
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
Sankore School
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Vance Charter School
Village Charter School
Wayne County Technical Academy
Woods Charter School